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ABSTRACT

This first of two parts presents learning activities for four occupational clusters of a ninth-grade cluster program. It contains theory and hands-on activities that explore the occupational requirements and working environment of these areas to help students make intelligent decisions of possible career choices based on levels of interest and ability. The necessary mathematics, applied science, and English are included as related subject areas. The four occcupational clusters and (at least) six basic occupational areas within each occupations field included here are (1) business and distributive occupations (accountant/bookkeeper, hotel/motel manager, business manager, retailer, data processor, secretary), (2) communications and media occupations (commercial artist, graphics worker, media technician, photographer, radio and television announcer, set manager), (3) construction occupations (cabinetmaker/carpenter, fiberglass industry worker, furniture finisher/rebuilder, mason, painter/decorator, surveyor), and (4) environmental occupations (commercial fisherman, horticulturist, environmental health technician, marine technician, forestry technician, wetlands manager). Each cluster lists goals and objectives and then is divided into the occupations. Each occupation section contains a chart listing related learning activities; student activities; tools, equipment, materials; time required; and evaluation. The learning activities follow. (YLB)

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CAPE MAY COUNTY VOCATIONAL SCHOOLS

CREST HAVEN RD. CAPE MAY COURT HOUSE, N. J. 08210

PART 1 OF 2

A CAREER GUIDANCE CURRICULUM FOR NINTH GRADE STUDENTS

OCCUPATIONAL CLUSTER LEARNING ACTIVITIES
BUSINESS - ENVIRONMENTAL

PETER CAREY, PROJECT DIRECTOR
PROJECT NUMBER SCDG811
DIVISION OF VOCATIONAL EDUCATION
AND CAREER PREPARATION
NEW JERSEY DEPARTMENT OF EDUCATION

CE 026 154

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NINTH GRADE CAREER GUIDANCE PROJECT

CAPE MAY COUNTY VOCATIONAL SCHOOLS

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TABLE OF CONTENTS

BUSINESS and Distributive OCCUPATIONS

Course Description 1

Goals and Objectives 2

Activities and Handouts 5

COMMUNICATIONS and MEDIA OCCUPATIONS

Course Description 19

Goals and Objectives 20

Activities 23

CONSTRUCTION OCCUPATIONS

Course Description 38

Goals and Objectives 39

Activities 42

ENVIRONMENTAL OCCUPATIONS

Course Description 58

Goals and Objectives 59

Activities and Handouts 62

CAPE MAY COUNTY VOCATIONAL SCHOOLS
Crest Haven Road, Cape May Court House, NJ 08210

BUSINESS and DISTRIBUTIVE OCCUPATIONS - COURSE DESCRIPTION

The cluster program is open to ninth grade students for approximately nine weeks and to tenth grade students for one year on a half-day shared-time basis. The student will spend a half-day at the Career Center and a half-day at the home school. The ninth grade student will explore four different occupational clusters before selecting a pre-vocational cluster for further study in the tenth grade. Upon completion of the program, the tenth grade student may enter one of the applicable vocational shops or cooperative programs in the Cape May County Vocational Schools.

The general purpose of both ninth and tenth grade programs is to introduce the students to at least six basic occupational areas within the business and distributive occupations field for career awareness and development of practical occupational skills. The occupations explored will be: accountant/bookkeeper, hotel/motel manager, business manager, retailer, data processor, and secretary. Theory and "hands-on" activities are combined to explore the occupational requirements and working environment of these areas in order to help the student make intelligent decisions of possible career choices based on levels of interest and ability. Included will be the necessary mathematics, applied science, and English as related subject areas

BUSINESS and DISTRIBUTIVE OCCUPATIONS - GOALS and OBJECTIVES

1. GOAL: To explore the students' own interests, abilities, and needs in each of the six occupational areas of business and distributive occupations to determine their own potential and to make a better career choice in the business and distributive field.

   OBJECTIVE: Students will be able to identify the variety of business and distributive careers available.

   OBJECTIVE: Students will explore job opportunities, working conditions, locations, financial gains, job security, and training period in each occupational classification which would be personally satisfying.

   OBJECTIVE: Students will receive training in the general skills of employment-seeking including resumes, interviews, and job descriptions.

   OBJECTIVE: Students will experience "hands-on" activities in each of the business and distributive career areas.

2. GOAL: To develop the general skills necessary for successful performance in the business and distributive field.

   OBJECTIVE: Students will be able to recognize and properly utilize the various tools, materials, and equipment appropriate to each occupational classification.

   OBJECTIVE: Students will be able to describe and perform some of the skills necessary for job entry in each occupational classification.

   OBJECTIVE: Students will be able to identify, spell, define, and use basic trade terminology and related information used in each occupational classification.

   OBJECTIVE: Students will learn, demonstrate, and practice the shop safety and practices unique to each occupational classification.

   OBJECTIVE: Students will be able to perform basic operations of addition, subtraction, multiplication, and division of whole numbers, fractions, decimals, and percentages applicable to each occupational classification.

   OBJECTIVE: Students will be able to use both English and metric measurements as applicable to each occupational classification.

3. GOAL: To provide specialized and individual kinds of educational experiences necessary to meet the needs of each student.

   OBJECTIVE: Students will have the opportunity to work independently on individual carrel projects.

   OBJECTIVE: Students will have the opportunity to work at a variety of work stations.

   OBJECTIVE: Ninth grade students will learn to utilize their time on a limited basis to work on projects of their own choosing.

   OBJECTIVE: Tenth grade students will learn to utilize their time on an expanded basis to work on projects of their own choosing.

   OBJECTIVE: Tenth grade students will choose a specific occupational area in line with their interest and/or special abilities to explore more completely.

   OBJECTIVE: In line with their abilities, students will learn to efficiently manage working time allotted in the shop to meet assigned project deadlines for both individual and group projects.

4. GOAL: To provide significant opportunities consistent with the age of the student and to help determine the nature of educational experiences of the student.

   OBJECTIVE: Students will experience basic applied science and other theory as well as "hands-on" applications in each of the occupational classifications.

   OBJECTIVE: The ninth grade student will be able to explore various business and distributive occupations during a one-year period.

   OBJECTIVE: The tenth grade student will be able to understand, acquire, maintain, and progress in skills and competencies essential to business and distributive occupations during a one-year period.

5. GOAL: To increase the students' self-awareness and self-understanding.

   OBJECTIVE: Students will explore their vocational and avocational interests and abilities.

   OBJECTIVE: Students will begin to build an awareness of "where I am" compared to "where I want to be."

   OBJECTIVE: Students will begin to relate awareness and attitudes to specific or related occupational clusters.

OBJECTIVE: Ninth grade students will select an occupational cluster for in-depth analysis.

OBJECTIVE: Tenth grade students will choose a tentative career in which they can pursue vocational training.

6. GOAL: To help students learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning.

OBJECTIVE: Students will be encouraged to develop an appreciation of and pride in the value of work and the completion of tasks.

OBJECTIVE: Students will be helped to develop confidence in their own abilities.

OBJECTIVE: Students will demonstrate their willingness to learn through good attendance, punctuality, and traits essential to success on the job.

OBJECTIVE: Students will become familiar with the Media Center and learn to use its resources both in carrels and in the Media Center.

7. GOAL: To provide an environment in which competition among students is positive.

OBJECTIVE: The program will provide recognition for student achievement through the publication of an honor roll.

OBJECTIVE: Students will be able to monitor their daily progress through use of progress charts.

OBJECTIVE: Students will have opportunities to work cooperatively with other students.

OCCUPATIONAL CLUSTER Business & Distributive Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Bookkeeping

LESSON OBJECTIVE To have students learn banking operations. To have students learn procedures for savings and checking accounts.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Savings accounts	1. Student will fill out information on a signature card.	1. Pen 2. Hand-out 3. Signature card	2-4 hours	Signature card filled out properly
2. Banking forms	2. Student will properly spell and write dates for banking forms	1. Pen or pencil 2. Basic banking workbook 3. Deposit slips 4. Withdrawl slips	4-6 hours	Deposit and withdrawl slips filled out properly Review test
3. Checking accounts	3. Students will properly open a checking account Students will fill out deposit slips, write checks and endorse checks	1. Pen 2. Basic banking workbook 3. Deposit slips 4. Withdrawl slips 5. Checks	8-10 hours	Deposit and withdrawl slips filled out properly Checks filled out properly and endorsed Review test

CHECKING ACCOUNTS*

Another important service a bank has for its customers is checking accounts. There are many good things about having a checking account:

1. Your money is safe; you don't need to carry large amounts of money that you could lose or have stolen.
2. You can use the money anytime you want by writing checks.
3. The check stubs show a record of where you spent your money.
4. You can send checks through the mail without sending real money that could be stolen.

When you open a checking account, if you are not 18 years old, your parents or guardian must sign a signature card for you just the same as when you open a savings account.

The bank will give you all the forms you need for your checking account. If you want to deposit money (add to your account), you must use a deposit-slip. These deposit slips are usually attached in the back of your checkbook. They have blank lines for the date and the amount of money you want to deposit. Most of the time your account number will be printed on the deposit slip for you.

If you want to withdraw money (subtract money from your account), you write a check. Your check will have the name of your bank, your name, your address, and your account number printed on the check. The bank will give you a checkbook. They will send you a set of checks with your name, address, and account number printed on them as soon as the checks are printed.

The bank will give you a form to print your name and address. Print it exactly as you want it to look on your check. Remember, no nicknames.

NAME _____

ADDRESS _____
(street and number)

_____
(city) (state) (zip)

You write the following amounts.

$66.79 _____ dollars

$78.03 _____ dollars

$6.88 _____ dollars

$3.45 _____ dollars

$10.00 _____ dollars

*Milliken Publishing Co - 1977 Basic Banking Operations

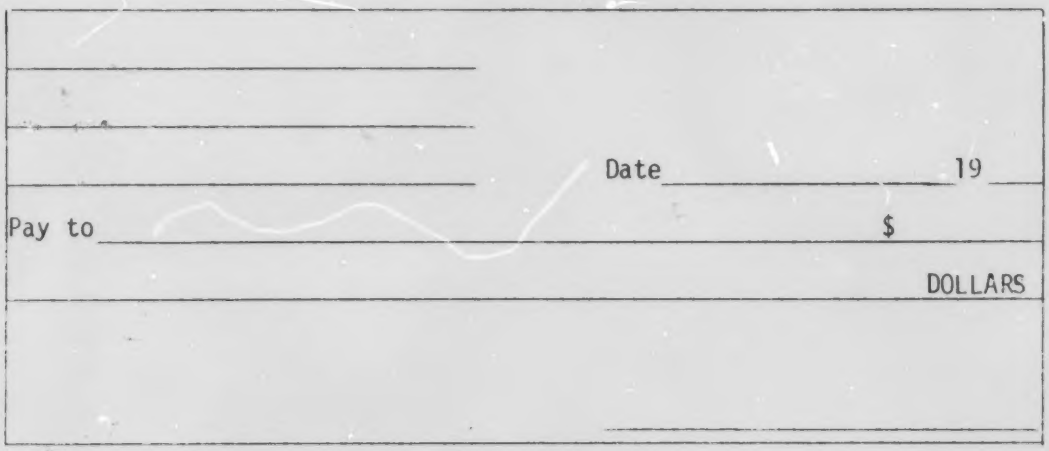
WRITING CHECKS

On checks, you can see that there are blank lines for the check number, the date, the name of the person you are paying the money to, the amount of money you are paying, in numbers and in words, and your signature.

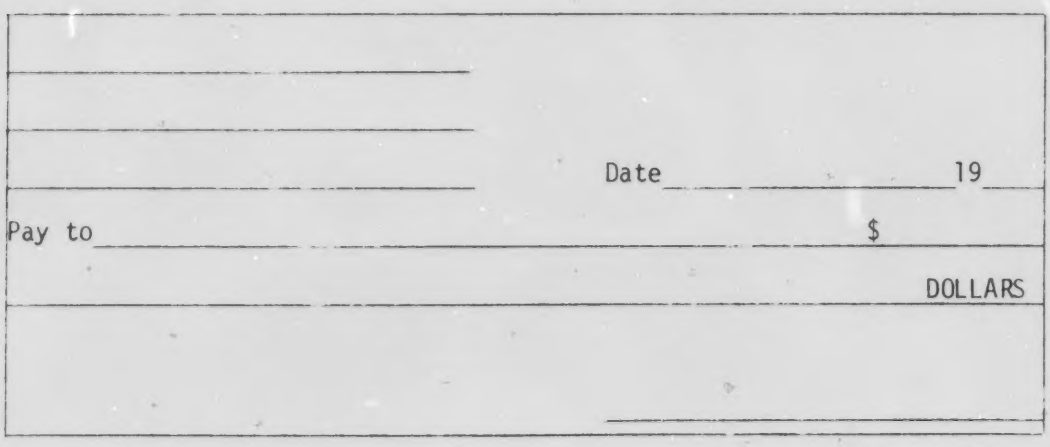
There are two important things to remember about writing checks. Someday these two things may save you money.

1. Remember to draw a long line after the fraction for the amount of the check to the word "dollars."
2. Never, never sign a blank check. If you sign a blank check and then lose it, any person could write his name on the check and fill in any amount.

Write check number 212 to Scotty's Pet Store for $25.53 today.



Write check number 253 to Great Pizza Pizza Parlor for $6.75 today.



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SAVINGS ACCOUNTS

There is an important service that a bank has for its customers, savings account. Savings accounts help people save money. You might want to save money for something special you have been wanting for a long time. Or you might want to save money for an emergency-you could lose your job or be sick for a long time.

When you go to the bank to open an account, if you are not 18 years old your parent or guardian must sign a signature card for you. When the parent or guardian signs the card, he or she is taking responsibility for your account. A signature card looks like this.

SIGNATURE CARD

DATE ACCT. NO.

CHECKING ACCOUNT ☐ Individual ☐ Joint

SAVINGS ACCOUNT ☐ Individual ☐ Joint

Please Print Clearly

NAME

ADDRESS HOME PHONE

CITY STATE ZIP

OCCUPATION SOC. SEC. I.D. OR NO.

OTHER ACCOUNTS

☐ CHECKING ☐ SAVINGS

You are authorized to recognize any of the following signatures in the transaction of business for the accounts listed.

SIGNATURE

X

X

Fill out the information on the card. Your teacher will sign on the line for the guardian.

When you open a savings account in a bank, they will give you all the forms that you need for your account.

If you want to deposit money (add money to your account), you need a deposit slip. The bank will give you several savings account deposit slips. The slips will have blank lines for the date, your name, your address, your account number, and the amount you want to deposit.

SAVINGS ACCOUNT (cont.)

DEPOSIT = ADD TO THE ACCOUNT

If you want to take money out of your savings account, you must withdraw money (subtract money from your account). To withdraw money, you need a withdrawal slip. The bank will give you several savings account withdrawal slips. The slips will have blank lines for the date, your name, your address, your account number, and the amount you want to withdraw.

WITHDRAW = SUBTRACT FROM THE ACCOUNT

DEPOSIT AND WITHDRAWAL SLIPS

On the deposit slip, you can see that there are blank lines for the date, you name, your address, your account number, and the amount you are depositing.

DEPOSIT = ADD TO THE ACCOUNT

On the withdrawal slip, the blank lines are for almost the same information as on the deposit slip-the date, your name, your address, your account number, and the amount you are withdrawing.

WITHDRAW = SUBTRACT FROM THE ACCOUNT

There are some things that are very important to remember when filling out these forms.

1. Always use ink; you don't want someone to change the amount.
2. Always write very clearly; you don't want someone to read the amount or the account number wrong.
3. If you make a mistake, don't cross out! Use a <u>new</u> deposit or withdrawal slip. Everything must be neat.
4. Never print; always write unless it is impossible.
5. Sign your first name, your middle initial (if you have a middle name), and your last name. Never use a nickname!
6. Always check your arithmetic twice.

Fill out deposit and withdrawal slips below.

Deposit $72.60 today. Your account number is 00 789 434.

ACCOUNT NUMBER _____

DATE _____

NAME _____

ADDRESS _____

_____

SAVINGS DEPOSIT		
CURRENCY		
COIN		
LIST CHECKS		
TOTAL		
LESS CASH		
NET DEPOSIT		

Withdraw $13.98, today.

_____

SAVINGS WITHDRAWAL

ACCOUNT NUMBER _____

_____ DOLLARS $_____

NAME _____

DATE _____

ADDRESS _____

_____

OCCUPATIONAL CLUSTER Business & Distributive Occupations CLUSTER OBJECTIVE NUMBER _____

OCCUPATION Bookkeeping

LESSON OBJECTIVE To have student prepare a personal balance sheet.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. List parts of balance sheet a. asset b. liabilities c. proprietorship (net worth)	1. Students will make a list of everything he/she owns (assets) 2. Each student will make a list of everything he/she owes out. (liabilities) 3. A = L + P Students will subtract liabilities from assets the difference will be the net worth.	1. Pencil 2. Paper 3. General Business (workbook)	4-6 hours	1. Review test 2. Finished product

OCCUPATIONAL CLUSTER: Business & Distributive Occupations CLUSTER OBJECTIVE NUMBER: _____

OCCUPATION: Hotel/Motel Manager

LESSON OBJECTIVE: To identify the different types of media available locally, describe the advantages and disadvantages and choose the best alternative in cost/effective terms.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Media sources a. television b. radio c. newspaper d. magazines e. direct mail 2. Media cost a. individual cost per ad b. cost in terms of market reached c. cost per person in terms of target market 3. Cost effectiveness a. your target market vs media's b. advertising budget c. product to be advertised 4. Media decision a. best cost/effectiveness ratio b. ideal product presentation c. available media sources d. objectives of advertisement	1. Identify local media sources and availability of advertising space 2. Determine product to be advertised, target market and available budget 3. Identify "ideal" media source for particular product (or service) and justify choice. 4. Go through a step-by-step decision making process showing how media source was chosen	1. List of media sources locally with estimated costs and circulation figures 2. Adding machine 3. Paper 4. Hand-out on media selection and target market determinations	1. 4 hours 2. 2 hours 3. 4 hours 4. 4 hours	1. Use of proper decision-making techniques 2. Solid justification of choice 3. Ability to identify media sources and describe how each can best be used.

SECTION I — Date Assigned _____

PROJECT 3 — Estimated Finish _____

Name _____ — Date Finished _____

Course _____ — Evaluation _____

*COMMUNICATION WITH CONSUMERS THROUGH ADVERTISEMENTS AND DISPLAYS

The purpose of advertising and displaying merchandise is to stimulate consumer interest and lead to the sale of the merchandise. To reach different consumer groups such as teenagers, parents, homeowners, retired adults and children, various media must be used. These media, or means of communicating, will probably be different for each of the different groups the advertiser desires to reach.

The first portion of this project involves analyzing the media used in your community to reach potential customers for each of the merchandise categories given in the chart below. Several media will undoubtedly be used for each merchandise item, so select the medium that is most often used. Write in the box across from the merchandise item and directly below the medium the group that this medium is attempting to reach. Example: Groceries are usually pruchased by housewives and advertised in newspapers. Thus, across from "groceries" and directly below "newspapers" you would write "housewives." In the remainder of the project, answer the questions in the space provided.

MERCHANDISE / MEDIA	Direct Mail	Displays	Magazines	Newspapers	Radio	T.V.
Automobiles						
Books						
Furniture						
Groceries				Housewives		
Jewelry						
Men's Clothing						
Radios, Records						
Toys						
Women's Clothing						
Appliances						
Cosmetics, Drugs						

Section I, Project 3 (cont'd.)

List eight merchandise items that are or have been of interest to you and where or how you found out about them.

Merchandise Item	Where or How You Found Out About the Merchandise
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

1. If you wanted to sell yard and garden tools to suburban homeowners, what medium or media would you use?_____

   Why would this be a good choice?_____

2. If you owned a downtown clothing store and wanted to sell a new style in women's hats, what medium or media would you use?_____

   Why would this be a good choice?_____

3. If you owned a sporting goods store in a shopping center and wanted to sell a new fishing lure, what medium or media would you use?_____

   Why would this be a good choice?_____

*Source Unknown

OCCUPATIONAL CLUSTER Business and Distributive Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Hotel/Motel Manager

LESSON OBJECTIVE 1. To identify the various jobs and skills needed within the hotel.

2. To identify and demonstrate the basic skills required for each position.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
I. Available jobs A. Reservations clerk B. Desk clerk C. Food service manager D. Front end manager E. Hotel manager II. Basic skills required A. Equipment usage B. Customer relations C. Area of duties III. Skill demonstration and identification A. Description of duties B. Role playing C. Working at Career Center Hotel	1. Visit Career Center Hotel/Motel to see students working 2. Identify and perform basic duties of workers 3. Outside trip to hotel or guest speaker on duties of a hotel manager	1. Use of Career Center Hotel 2. Resource person - local hotel manager 3. Equipment needed for skill performance	1. 2 hours 2. 6 hours 3. 2-4 hours	1. Description of skills required by workers and proper performance of these activities 2. Demonstration of ability to direct other students in the performance of these tasks

OCCUPATIONAL CLUSTER: Business & Distributive Occupations CLUSTER OBJECTIVE NUMBER: _____

OCCUPATION: Business Manager

LESSON OBJECTIVE: To identify the different job interviewing techniques, the proper way to handle oneself and to conduct an interview on fellow students.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Interviewing techniques Manager a. proper questioning b. visual contact c. what to look for 1. qualifications - experiences 2. appearance 2. Interview structure a. introduction b. applicants background information c. questioning of applicant d. applicant feedback 3. Actual interview	1. Write up a list of five questions to be used during interview 2. Conduct an interview on a fellow student 3. Participate as an applicant in an interview 4. Complete an interview evaluation form on person interviewed	1. Interview evaluation sheet 2. Pens & pencils 3. Desk and chairs for interviewer and applicant	1. 2 hours 2. 6-8 hours 3. 6-8 hours 4. 2 hours	1. Participation in interview as the manager/ interviewer and the applicant 2. Completion of evaluation form 3. Completion of questions that can be used for an interview

INTERVIEWERS GUIDE

9-A

APPLICANTS NAME	AGE	GRADE	PHONE NO	DATE

THIS APPLICANT IS INTERESTED IN A JOB AS _____

APPLICANTS FAVORITE CLASSES IN SCHOOL:

1. _____ 3. _____

2. _____ 4. _____

APPLICANTS HOBBIES:

1. _____ 3. _____

2. _____ 4. _____

WORK EXPERIENCE

Dates employed from to	Name of Employer	Work performed	Salary	Reason for Leaving

EVALUATION OF APPLICANT

	EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR
APPEARANCE					
ATTITUDE AND MANNERS					
ENTHUSIASUM					
SPEECH					
KNOWLEDGE OF JOB					
LEADERSHIP ABILITY					

INTERVIEWERS GUIDE (cont.)

GENERAL IMPRESSION OF APPLICANT:

_____

_____

RECOMMEND:

_____ HIRING _____ NOT HIRING

_____

DATE SIGNATURE

OCCUPATIONAL CLUSTER: Business and Distributive Occupations CLUSTER OBJECTIVE NUMBER: _____

OCCUPATION: Business Manager

LESSON OBJECTIVE: To identify the skills and behaviors needed in employee relations and demonstrating these skills in the handling of case study situations.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
I. Skills Needed A. Hiring-firing procedures B. Promotions C. Handling grievances D. Disciplinary actions E. Scheduling II. Role Playing A. Handling employee problems B. Scheduling C. Employee disciplining III. Assisting in management of school store	1. Set up a list of rules to be used in hiring, firing and promotions 2. Demonstrate with another student the ability to handle problems 3. Handouts involving cases of various employee problems requiring decision making 4. Preparing schedule for the school store	1. Handouts of management case studies 2. Handout with suggested hiring and firing procedures 3. School store blank schedule	1. 4 hours 2. 6 hours 3. 10 hours 4. 2 hours	1. Completion of a list of rules for hiring and firing that can be justified 2. Completion of handouts including justification of decisions 3. Completion of a fair school store schedule for a given time period

NAME_____ DATE_____

CLASS_____ TEACHER_____

SPECIAL PROBLEMS OF MANAGEMENT

Pretend that you are the manager of a small business employing five or six people, such as a beauty shop or bakery. As manager, you would have certain duties which the other employees would not have. You also would be faced with special problems. List items in each of the categories below. Then talk to someone who actually manages a small business and have that person suggest items you may have overlooked. Then do the exercise at the bottom of the page.

Typical activities that a manager might engage in during regular business hours:

Typical business activities that a manager might engage in during times other than regular business hours:

Special problems encountered by a person in a management position:

Read this statement: Certain persons are not suited for management duties. Managerial positions involve additional responsibilities which, for some persons, produce emotional strain leading to such physical ailments as heart attacks.

What type of person do you think would be best suited as a manager? (List desirable characteristics.)

J. Weston Walch, Publisher Box 658 Portland, Maine 04104

THE JOB OF THE MANAGER--HIRING AND FIRING

As the manager of a small business you will be required to screen all future employees before hiring and possibly determine whether an employee should be fired.

Below are a set of suggested guidelines that can be used to determine whether a person would be hired for a job and a set of guidelines that might be used if needed to decide if someone should be fired. Read through the lists of guidelines and then create your own set of guidelines justifying the reasons you suggest each of the rules and how they are fair and consistant for all employees.

HIRING GUIDELINES:

Does the applicant have the following?

1. Necessary education
2. Previous experience in a similar position
3. Desire to work in that job and learn the needed skills
4. A good appearance and good manners
5. An understanding of the job and the companies expectations of them in that job.

DISCHARGING GUIDELINES:

Do the following problems arise with an employee?

1. A lack of ability shown for the job being done
2. Laziness in doing job
3. Failure to get along with supervisors or other employees
4. Frequent lateness or absenteeism.

NAME_____ DATE_____

CLASS_____ TEACHER_____

EMPLOYEE-EMPLOYER RELATIONS

CASE 35

Rod Karras, manager of the purchasing department, is talking with Ms. Brewer, president of the company, about one of Rod's employees, Jasper Wilkes.

Brewer: I noticed that on a recent employee evaluation form you rated Jasper "fair." I thought he used to be one of our best employees.

Karras: That's right, Ms. Brewer. Jasper was one of the best. He's highly intelligent and he always used to show initiative and creativity. He's had some good ideas in the past.

Brewer: What seems to be the problem?

Karras: To be quite truthful I think Jasper drinks too much. It seems he can't wait until the end of the day to get a beer. As a result, I think that on many days he is not feeling well enough to do a good job. He has never missed any work and he manages to get his work done but it is not as good as I know it could be.

Brewer: Well, maybe he should be discharged?

Karras: I don't really think we have any grounds for dismissal. Like I said he gets the work done but I'm disappointed because I know he could be doing a super job. I don't know if Jasper has problems at home or whether he is bored with his job. I'm sure that if he would stop drinking he would have more pep.

If you were the department manager how would you handle this problem?

J. Weston Walch, Publisher Box 658 Portland, Maine 04104

NAME_____ DATE_____

CLASS_____ TEACHER_____

SAFETY REGULATIONS

CASE 52

One morning Porter Hobson, the supervisor of the shipping department, spied two employees shooting tiny pellets with slingshots made of rubber hosing. After watching about a half a minute, Porter went up to them and said: "I'm putting you two on report. I'm starting to get tough with employees who violate safety rules. The Occupational Safety and Health Act (OSHA) authorizes my doing this."

The next day the pair was handed a three-day suspension. "Hey, this is unreasonable," argued one of the employees. "We were only doing it for thirty seconds and it is not an everyday occurrence. A verbal warning should be enough."

"I'm being easy on you," replied the supervisor. "I could have you both discharged."

"The union is behind us," growled the other employee. "We're going to file a grievance."

Do you think the employees or the company will win?

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NAME_____ DATE_____

CLASS_____ TEACHER_____

ABSENTEEISM

CASE 36

A few days after Sara returned from a two-week sick leave, she was suspended for five days. "What's this all about?" she asked her manager. "We're not disputing that you were sick, Sara," he replied, "but look at your record. It's the worst in the company. Each time you are sick, it represents an extra expense to the company. Either your health will have to improve or we will have to let you go."

"This is outrageous," Sara retorted. "Just because I've been sick, you're treating me like a goof-off. I've been ill and I've got medical documents to prove it. I'm going to fight this suspension by filing a grievance!"

Who do you think will win the case? Support your answer.

_____

_____

_____

CASE 37

No sooner did he finish counting his pay than Rick Carter made a beeline for his manager. "What's going on?" he damanded. "I was supposed to get a raise starting with this paycheck!"

"I told you last month," related the manager, "that unless your absenteeism improved, I was going to take drastic measures. I didn't put through your raise."

"But I'm doing my job," replied Rick. "The contract says that anyone in Grade 9-T gets a progression increase every six months until Grade 12-T. My raise should be automatic!"

The manager explained: "A progression raise is like a merit increase. It means the employee deserves more money. You do your job WHEN YOU'RE HERE!"

Do you think Rick should be penalized? Support your answer.

_____

_____

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NAME_____ DATE_____

CLASS_____ TEACHER_____

EMPLOYEE MOTIVATION

CASE 31

The Pinecraft Wood Furniture Company specializes in custom-made, high-quality wood furniture. In the past each worker was responsible for completing a particular piece of furniture--sawing, assembling, sanding, and finishing. A new workshop superintendent, Jake Dobson, felt the shop was old-fashioned; it could be made more efficient and profitable. He set up a modified assembly line where some workers would cut, others would assemble, and so on. Though none of the workers rejected the idea, the end results were disappointing. The shop wasn't any more efficient.

Can you pinpoint the problem? Can anything be done about it?

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NAME_____ DATE_____

CLASS_____ TEACHER_____

WORK ATTITUDE

CASE 30

Doris McGee, personnel manager, is speaking with employee Rick Hubertus about an outstanding young employee, Don Watts.

Rick: Don Watts is a real gem. Just twenty-five years old and he accomplishes about three times as much as any other employee!

Doris: Yes, his record has been very impressive.

Rick: He's really devoted to his job. He finds it challenging and worthwhile. He has displayed a lot of creativity on the job. Why do you think he has been so successful?

Doris: He does things above and beyond the call of duty--things that will benefit the company. He is always trying to improve himself. He realizes that if the company prospers, he and other employees will benefit too.

Rick: Unfortunately, most employees think only of themselves and not of the company. Many employees are enthusiastic when they are first hired. I wish there was something we could do to encourage and maintain this attitude.

What can be done to encourage the kind of attitude Don Watts has?

_____

_____

_____

_____

_____

_____

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OCCUPATIONAL CLUSTER: Business & Distributive Occupations CLUSTER OBJECTIVE NUMBER: _____

OCCUPATION: Business Manager

LESSON OBJECTIVE: To describe the different types of advertisements. To identify the proper procedures for basic ad construction. To design an advertisement.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Types of Advertisements a. consumer-product b. industrial-product c. non-profit d. institutional e. public service 2. Ad Layout a. headline b. illustration c. copy d. logotype e. price 3. Comparison of Advertisements used a. small shop b. large store c. chain store d. independent advertising agencies	1. Identify various ads according to types 2. Create an advertisement and describe how it follows ad layout procedures 3. Describe how the ad will be helpful in selling the given product.	1. Magazines 2. Posterboard 3. Pencils 4. Ass't Magic Markers 5. Scratch paper 6. Glue or paste	1. 2 hours 2. 4-6 hours 3. 2 hours	1. Completion of a proper poster ad displaying a product in a good manner and using proper ad layout techniques. 2. Completion of hand-outs that will include identifying ads by categories and recognizing the parts of an ad.

39

OCCUPATIONAL CLUSTER: Business & Distributive Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION: Business Manager

LESSON OBJECTIVE: To describe and identify the parts of a cash register. To properly operate a cash register.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Register set-up a. key use b. tape feeding system c. display area 2. Ringing the register a. single item b. multiple items c. subtotaling d. determining change 3. Practice combinations a. ring-up sale b. collect money c. count back change d. customer courtesy	1. To be able to describe the use of the different register keys 2. To practice ringing up sales 3. Demonstration of skills by working in school store during business hours 4. Change counting drills	1. Cash register 2. Cash register tape 3. School store supplies 4. Change counting hand-outs 5. Play money	1. 2 hours 2. 4-6 hours 3. 4 hours 4. 4 hours	1. Proper ringing of orders at the school store 2. Working a complete shift at the school store using register and helping customers 3. Demonstration of proper change counting procedures

CASHIERING PRACTICE SHEET

1.

CARROTS	.42	
POTATOES	.99	
ICE CREAM	1.69	
PEANUT BUTTER	1.09	
FILM	2.35	
TOTAL	_____	
AMT. TEN.	10.00	
CHANGE		

TEN DOLLAR BILLS _____
FIVE DOLLAR BILLS _____
ONE DOLLAR BILLS _____
QUARTERS _____
DIMES _____
NICKELS _____
PENNIES _____

2.

2 PAIR SOCKS	@	.79
1 TENNIS SHOES	@	8.99
2 SHIRTS	@	5.50
1 PR. JEANS	@	11.99
3 HANDKERCHIEFS	@	1.09
TOTAL		_____
AMT. TEN.		50.00
CHANGE		_____

TEN DOLLAR BILLS _____
FIVE DOLLAR BILLS _____
ONE DOLLAR BILLS _____
QUARTERS _____
DIMES _____
NICKELS _____
PENNIES _____

3.

1 HANDBAG	@	21.99
3 BLOUSES	@	13.95
2 PR. SANDALS	@	9.50
1 PR. SLACKS	@	10.99
2 PANTYHOSE	@	1.25
TOTAL		_____
AMT. TEN.		100.00
CHANGE		_____

TEN DOLLAR BILLS _____
FIVE DOLLAR BILLS _____
ONE DOLLAR BILLS _____
QUARTERS _____
DIMES _____
NICKELS _____
PENNIES _____

CASH REGISTER PRACTICE SHEET II

1. A customer purchased the following items: four shirts, at 11.95; three pairs of socks, at 1.15; and two ties at 7.50. How much did they spend? If they give you four twenty dollar bills, how much change will they receive?

   ten dollar bills_____
   five dollar bills_____
   one dollar bills_____
   quarters_____
   dimes_____
   nickels_____
   pennies_____

2. A customer purchases these items for use in their restaurant; four pounds of sugar at .22 lb; two gallons of milk at 1.89 gallon; four pounds of coffee at .97 lb; and three boxes of tea at 1.86 per box. How much did they spend? If they give you two ten dollar bills how much change would they receive?

   ten dollar bills_____
   five dollar bills_____
   one dollar bills_____
   quarters_____
   dimes_____
   nickels_____
   pennies_____

3. A customer purchases the following items at a grocery store, two heads of lettuce at .59; two pounds of cheese at 1.15 lb; two packages of detergent at .99; and five pounds of margarine at .72 lb. How much did they spend? If they give you a coupon for the cheese worth .25 how much will the items cost them? If they give you a twenty dollar bill, how much change will they receive?

   ten dollar bills_____
   five dollar bills_____
   one dollar bills_____
   quarters_____
   dimes_____
   nickels_____
   pennies_____

OCCUPATIONAL CLUSTER: Business & Distributive Occupations CLUSTER OBJECTIVE NUMBER: _____

OCCUPATION: Retailer

LESSON OBJECTIVE: To describe and identify the parts of an inventory sheet, describe the purpose of an inventory of the items in the school store.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
I. Parts of an inventory sheet A. Item name and description B. Location of item C. Quantity at start D. Quantity on hand II. Maintaining Inventory A. Determining length of time between counts B. Formulating control over products C. Determining re ordering pro edures III. Evaluation of system	1. Describe and identify the parts of an inventory sheet 2. Set up an inventory sheet that could be used in the school store 3. Participate in school store inventory 4. Write a paragraph evaluation of each student's sheet as to whether it is functional	1. Sample inventory sheets 2. Items within school store 3. Paper	1. 2 hours 2. 4 hours 3. 4 hours 4. 2 hours	1. Completion of an inventory sheet that includes all necessary information 2. Participation in inventory 3. Completion of paragraph evaluating their own inventory sheet

	PRODUCTION DESCRIPTION	LOCATION	ACTUAL AMOUNT	ESTIMATED AMOUNT	DIFFERENCE (+) (-)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

MERCHANDISE DESCRIPTION	SHELF OR DRAWER #	QUANTITY ON HAND	QUANTITY REC'D	QUANTITY DISPERSED

AREA _____

WEEK OF

OCCUPATIONAL CLUSTER: Business & Distributive Occupations CLUSTER OBJECTIVE NUMBER: _____

OCCUPATION: Retailer

LESSON OBJECTIVE: To be able to describe and identify the different types of selling techniques and properly demonstrate those selling techniques.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Types of selling a. personal b. non-personal c. suggestion 2. Determining selling technique a. type of consumer b. type of product c. amount of purchase 3. Sales demonstration a. type of selling to be used b. type of product c. presentation of product	1. Identify and describe the various types of selling 2. Describe the different types of products and consumers and match selling type to these 3. Complete hand-outs on identifying selling types and stages of a sale 4. Demonstrate the ability to sell a given product correctly to another student	1. General merchandise 2. Evaluation sheets 3. Pens & pencils 4. Selling hand-outs, suggestion selling, selling stages and steps in a sales presentation	1. 2 hours 2. 2 hours 3. 4 hours 4. 8 hours	1. Correct definition and description of different selling techniques 2. Ability to choose proper selling techniques for a product 3. Proper selling demonstration of a product to another student 4. Class fills out evaluation of each students demonstration

14

EVALUATION GUIDE FOR OBSERVING A SALES PRESENTATION

PRODUCT _____ DATE _____

ACTION	VERY WEAK	BELOW AVERAGE	AVERAGE	SUPERIOR	EXCELLENT
APPROACH					
1. USED GOOD OPENING STATEMENT					
2. DETERMINED PROSPECTS NEED OR PROBLEM					
3. ESTABLISHED A FRIENDLY ATMOSPHERE					
DEMONSTRATION					
4. HAD A WELL-ORGANIZED SALES PRESENTATION					
5. DEMONSTRATED EACH FEATURE					
6. DEMONSTRATED THE OBVIOUS FEATURES					
7. LET THE PROSPECT PARTICIPATE					
8. STRESSED THE BENEFITS OF THE MERCHANDISE					
9. ENDEAVORED TO GET COMMITMENTS FROM THE PROSPECT DURING THE PRESENTATION					
HANDLING OBJECTIONS AND EXCUSES					
10. RESTATED THE OBJECTION					
11. USED THE "YES, BUT" METHOD					
12. ANSWERED BRIEFLY					
13. ASKED FOR THE ORDER OR MADE A TRIAL CLOSE					
CLOSE					
14. HELPED THE PROSPECT					
15. SMOOTH, EFFECTIVE CLOSE					

SALES PRESENTATION

1. PRE-APPROACH

   A. Become aware of the merchandise in your area

   B. Know how to run the cash register, location of important areas - credit office, fitting rooms

   C. Learn all company policies and procedures, example: refunds and exchanges, sale items, and advertisements, delivery, out of stock items, and personnel policies

2. APPROACH

   A. Gain attention by making customer feel welcome

   B. Find out customers wants and interests

   C. Be prompt and friendly

   D. Devote attention by showing interest

3. CREATE DESIRE

   A. Demonstrate the product

   B. Learn the features and benefits of merchandise in your area

   C. Know uses, care instructions, and warranty information

   D. Know alternatives or suitable substitutes for merchandise

   E. Involve customer in demonstration

4. WIN CONVICTION BY OVERCOMING OBJECTIONS

   A. Speak with confidence

   B. Showing enthusiasm

   C. Repeat products selling points

   D. Prove products selling points

5. SEEK ACTION BY CLOSING SALE

   A. Watch for signals of customer interests

   B. Customer agreement with presentation could be favorable

   C. Undivided attention and lack of questions are positive signals

   D. Close sale promptly

6. TYPES OF CUSTOMER RESISTANCE

   A. Misunderstanding of product use

   B. Irritation due to salespersons attitude

   C. Misconceptions on product features

   D. Customer questioning product price

   E. Customer not aware of need

   F. Customer needs more convincing of product claims

7. COUNTERING RESISTANCE

   A. Ask customer to state objections

   B. Base sale on objection

   C. Redemonstrate product

   D. Check to see if customer is properly satisfied

PROJECT: After reading through the steps in a successful presentation, choose a partner to practice these selling techniques with. You will be asked to give a selling demonstration to another student as a class presentation which you will receive credit for.

NAME _____

DATE _____

SELLING STAGES*

SELLING PROJECT: Read this sales case carefully and then answer the questions that follow. (Each correct paragraph number counts 1 point)

Schaffners, a men's clothing store, is having its annual summer sale. A customer who wants to buy a new pair of golf slacks is looking at the slacks on display. He is a short, stout man about forty years old. Soon a salesman walks up to him.

1) SALESMAN: How do you do, sir. Those are an exceptionally good buy at that price, don't you agree?

2) CUSTOMER: They look all right, I notice that the slacks selling for $7.95 seem to have the same material as those selling for $13.75.

3) SALESMAN: Yes, that is true. The difference is in the tailoring. What is your size, sir?

4) CUSTOMER: I wear size 42 short in a suit. Sometimes I even go to an extra-short, because I have a difficult time getting a good fit.

5) SALESMAN: Then I wouldn't consider these $7.95 slacks since we have stocked them only in the regular sizes. I can give you a good fit in the $13.75 slacks because they're made with a short rise. (Picks a pair of gray slacks and hands them to the customer).

6) Notice the fine tailoring here. Notice, too, the fine styling. These are unpleated and will fit snugly around the hips, giving you a slimmer look. We also have your size in beige. (Hands the customer another pair of slacks). Why don't you step over to our fitting room and try on one of these pairs. Mr. -

7) CUSTOMER: The name is Gaines.

8) SALESMAN: Mr. Gaines, my name is Davis, Dave Davis. I'm sure you will find the slacks fit well when you try a pair on. Since you have such a hard time getting a good fit, you may want both pairs.

9) (Salesman escorts customer to the fitting room. After trying on the gray slacks, the customer is pleased with the way they fit and decides to buy both pairs. While the tailor is measuring the customer for the cuff adjustment, the customer mentions casually that he needs a new sports coat. Therefore, as he and the salesman emerge from the fitting room, the salesman suggests that they look at the sports coats to see what they have in the customer's size. The salesman removes a dark brown coat from the rack and holds it out for the customer to look at).

10) SALESMAN: Let's try this one on for size. The dark brown with the small black checks should look good on you. (Helps customer put on coat).

11) CUSTOMER: This certainly feels comfortable and roomy. It seems to hang nicely, too. You know, I purchased a sports coat just two months ago at another store in town. However, the salesman handled the transaction too fast. I have never been satisfied with the way the coat fits. It is too tight when it's buttoned, and it bulges in front. I got the coat on sale, but it has sure proved to be a poor value.

12) SALESMAN: Mr. Gaines, I don't blame you for feeling bad about such an experience. No coat or suit is worth the money if it doesn't fit properly. With this coat you will notice that you have plenty of room, even after it is fully buttoned. See how nicely it fits around the shoulders and how straight it hangs. I noticed that you had a bulge in your hip pocket before you tried on the coat. You can see that it doesn't show. Incidentally, do you always carry your wallet in your hip pocket?

13) CUSTOMER: That's not my wallet. It's my checkbook, and I very seldom carry it there.

14) SALESMAN: Then let's remove it. You will see that the fit is even better. You should try to carry as little as possible in your pockets, especially the back pockets, Mr. Gaines. There, doesn't that look better.

15) CUSTOMER: Why, yes, it does make a difference.

16) SALESMAN: Probably the only alteration you will need in this coat is to take up the sleeves about ½ inch. (Holds a pair of black slacks up against the coat). Notice how well these black slacks look with this coat.

17) CUSTOMER: They look great. And I really like this coat, but what bothers me are the checks. I have been told that a short person like myself should avoid checkered patterns.

18) SALESMAN: That would be true with the large checks and plaids, Mr. Gaines. They would tend to chop you off. That's why I avoided a coat like that. (Points to a gray plaid sports coat).

19) The small black checks, on the other hand, provide a subdued effect, so that you can wear the coat with any dark-colored slacks without fear that the checkered pattern will cut down your height. That's why I picked this coat. I would not wear light-colored slacks with it though. The contrast would not look good on you.

20) I certainly don't want to see you dissatisfied again, Mr. Gaines. I pride myself in helping my customers select the type of wearing apparel that looks attractive on them. I sincerely believe that what you have on does just that. Why don't you try the black slacks on with this coat so we can see how the entrie outfit looks.

21) Soon the customer emerges from the fitting room wearing the black slacks with the coat and surveys himself in the mirror. It is evident that he likes the outfit but seems hesitant in spending the money at this time.

22) SALESMAN: Mr. Gaines, did you notice the label in the coat? You have on a Vickey-Preeman coat, which means quality to thousands of discriminating buyers all over the country. Also, look at the price tag. It is regularly priced at $60. Our sale price is $44. You save $16. The slacks are also Vickey-Preeman marked down from $25 to $18.75. You save $6.25 right there. Since you need a sports coat, doesn't this strike you as a good time to take care of your needs? We can deliver this outfit with your golf slacks on Friday so that you can have them for the weekend.

23) CUSTOMER: OK, I'll take them.

24) SALESMAN: Mr. Gaines, I know you will be very happy with your new outfit. It was certainly a pleasure serving you. I would like to have sold you a tie to go with your new coat, but unfortunately we don't have anything suitable in dark brown in stock right now. I'll be looking forward to seeing you again. Here is my card. Will you make sure to look me up when you are in the store again.

25) CUSTOMER: You bet I will.

SCORE

1. The definition of selling includes presenting a product in such a way that the customer is persuaded to make a favorable buying decision. Indicate in the spaces below, by paragraph numbers, three instances where the salesman made statements intended to persuade the customer to buy.

   _____ _____ _____ _____

2. Selling is educating customers. Review the sales case and then indicate by paragraph numbers four instances where the salesman assumed the role of teacher and attempted to educate the customer.

   _____ _____ _____ _____

3. Selling is providing service-that is, assisting customers. Indicate by paragraph numbers three instances where the salesman provided service to customer.

   _____ _____ _____ _____

4. Where did the salesman try to gain interest? Indicate by paragraph numbers.

   _____ _____ _____

5. Where did the salesman try to build desire? Indicate by paragraph numbers.

   _____ _____ _____

6. Where did the salesman attempt to gain conviction. Indicate by paragraph numbers.

   _____ _____ _____

7. Where did the salesman attempt to get action? Indicate by paragraph numbers.

_____ _____ _____

* Source Unknown

SUGGESTION SELLING

Suggestion selling is a selling technique through which the salesperson gives the customer a buying idea that leads to the purchase of additional items. The idea should be closely related to the ideas which the customer has expressed. This allows the customer to accept the idea as being in line with his own ideas.

Suggestion selling is used mainly to sell additional merchandise. Stores encourage suggestion selling because it benefits the sotre in the form of additional profits as well as benefiting the customer.

TYPES OF SUGGESTION SELLING:

Related Merchandise - items that can be used with the item the customer has just bought.

1. It can be used to improve the appearance of the original item such as jewelry with a dress.
2. It can be used with the original item such as a brush, roller, and turpentine with a can of paint.
3. It can be used to increase the original value of the item such as shoe polish protects shoes and a rug mat protects a rug.

Larger Quantities - buying more to save trips to the store or to save money. It can be more convenient to the customer. Socks are $1.50 a pair but by buying three you pay $3.00.

New Stock and New Products - customers are intersted in new, up-to-date items such as high fashions. Also lawn fertilizer in the spring and a paint that dries quickly which will make things easier and faster.

Specials - some are advertised, some are not, they allow customers to save money. People like bargains. Pre-inventory and end of season sales save customers money and help clear out old merchandise to make room for new merchandise.

New or Additional Uses for Merchandise - a salesperson can suggest to a customer new uses for an item to get them to buy more of an item. You can show a customer a beach robe made out of towels or tell a customer that a scarf can be used around the neck, or as a head covering, and pulled through a belt loop.

Merchandise for Special Occasions - sales always increase around the holidays; Christmas, Valentines Day, and Easter. The salesperson can remind the customer that these days are coming and suggest gifts. You can also suggest that the gift might be nice for a birthday or anniversary present.

SUGGESTION SELLING

1. You're working at a clothing store. You've just sold a customer a new winter coat. The customer has just told you how cold it's been getting so you suggest the purchase of a scarf, hat, and gloves to match the coat, to keep them warm. What type of suggestion selling is this? Why?

2. You work at a five and ten cent store. A customer comes in to purchase a package of flash cubes. At the time your store is having a two-for-one sale so you suggest the customer purchase two packages of flash cubes because it'll save them money and unneeded trips to the store. What type of suggestion selling is this? Why?

3. Its the end of November and you're having an after-Thanksgiving sale at a department store. You work in the men's clothing department. You suggest to the customer that the sale shirts make great gift ideas. What type of suggestion selling is this? Why?

RULES OF SUGGESTION SELLING

Below is a conversation between a customer and a salesperson using suggestion selling. After reading the paragraph, follow the directions below.

The salesperson works in the men's clothing department and has just sold a navy suit to a customer.

S. That suit looks very nice on you sir. Can I show you a shirt to go with it?

C. Well, I really don't have any shirt that will match.

S. Will you be wearing it for work or dress?

C. Mostly for work. Does it matter?

S. We're having a sale on men's work shirts. A plaid shirt will make it more sporty. How about a dark blue and light blue plaid? It will go nicely with the suit and cost only $7.00.

C. That's a good bargain and it will make the suit casual enough to wear to work.

S. We're also having a sale on ties. A nice light blue tie would go well. The tie blends well and gives the suit a very sporty look.

C. How much are the ties?

S. They're $2 99, would you like one to go with the suit and shirt?

C. Yes, I'll take the shirt and tie also. That will be all, thank you.

This conversation shows a correct use of suggestion selling. It uses the three rules of suggestion selling, which are:

1. Explaining the reason for suggestion selling before actually making the suggestion.

2. Suggest a specific item.

3. Show and demonstrate item.

Go back to the conversation, find where the three rules are shown. Underline the sentence and identify which rule it is by putting the rule number next to it.

OCCUPATIONAL CLUSTER Business & Distributive Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Secretarial

LESSON OBJECTIVE To have students perform office practice procedures.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Introduce office machinery a. duplicator b. electrostatic stencil maker c. mimeograph machine	1. Student will type a ditto master and run it off on the duplicator 2. Student will make a stencil on the electrostatic stencil maker and run it off on the mimeograph machine.	1. Ditto master 2. Typewriter 3. Duplicator 4. Duplicating paper	2-4 hours	Finished product
		1. Stencil 2. Mimeo paper 3. Electrostatic stencil maker 4. Mimeograph machine	2-4 hours	Finished product

OCCUPATIONAL CLUSTER Business & Distributive Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Secretarial

LESSON OBJECTIVE To have students acquire knowledge and skills necessary to perform some of the duties of a secretary in the Business World.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Proper way to answer the telephone	1. Student will practice on toy telephone after they have been taught the correct procedure of answering the phone	1. Telephone (toy) 2. Receptionist desk	4-6 hours	1. Review test 2. Observation
2. Proper way to greet a visitor	2. Students will role play, one being the secretary and one being the visitor as to what they should do when someone enters the office		4-6 hours	1. Review test 2. Observation

OCCUPATIONAL CLUSTER Business & Distributive Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Secretarial

LESSON OBJECTIVE To establish the correct position at the typewriter. To learn to control the keyboard letters, figures, symbols, and special service keys.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Learning the correct typing position	1. Students will practice good typing position habits each day.	1. Chair 2. Typing table 3. Typewriter 4. Typing paper	2-4 hours	1. Observation
2. Learning the keyboard letters, figures, symbols, and special service keys.	2. Students will perform typing drill for the first 12 lessons.		8-10 hours	2. Time-test on each lesson

OCCUPATIONAL CLUSTER: Business & Distributive Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION: Secretarial

LESSON OBJECTIVE: To have students do practice jobs which will give them basic knowledge and skill in doing alphabetical, geographic, numerical, and zip code filing.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Alphabetic filing	1. Students will arrange filing slips in alphabetical order by names of companies or names of people	1. Filing practice workbook, Revised by Donald N. Conner, 1975, by Pitman Publishing Pencil Answer sheet	12-14 hours	Unit test on alphabetical filing
2. Geographic filing	2. Students will arrange filing slips on geographic order, by country, state, county, and city	2. Filing practice workbook, Revised by Donald N. Conner, 1975, by Pitman Publishing Pencil Answer sheet	8-10 hours	Unit test on geographic filing
3. Numeric and zip code filing	3. Students will arrange slips in numeric order	3. Filing practice workbook, Revised by Donald N. Conner, 1975, by Pitman Publishing Pencil Answer sheet	4-6 hours	Unit test on numeric and zip code filing

CAPE MAY COUNTY VOCATIONAL SCHOOLS
Crest Haven Road, Cape May Court House, NJ 08210

COMMUNICATIONS and MEDIA OCCUPATIONS - COURSE DESCRIPTION

The cluster program is open to ninth grade students for approximately nine weeks and to tenth grade students for one year on a half-day shared-time basis. The student will spend a half-day at the Career Center and a half-day at the home school. The ninth grade student will explore four different occupational clusters before selecting a pre-vocational cluster for further study in the tenth grade. Upon completion of the program, the tenth grade student may enter one of the applicable vocational shops or cooperative programs in the Cape May County Vocational Schools.

The general purpose of both ninth and tenth grade programs is to introduce the students to at least six basic occupational areas within the communications and media occupations field for career awareness and development of practical occupational skills. The occupations explored will be: commercial artist, graphics worker, media technician, photographer, radio and television announcer, and set manager. Theory and "hands-on" activities are combined to explore the occupational requirements and working environment of these areas in order to help the student make intelligent decisions of possible career choices based on levels of interest and ability. Included will be the necessary mathematics, applied science, and English as related subject areas.

COMMUNICATIONS and MEDIA OCCUPATIONS - GOALS and OBJECTIVES

1. GOAL: To explore the students' own interests, abilities, and needs in each of the six occupational areas of communications and media occupations to determine their own potential and to make a better career choice in the communications and media field.

   OBJECTIVE: Students will be able to identify the variety of communications and media careers available.

   OBJECTIVE: Students will explore job opportunities, working conditions, locations, financial gains, job security, and training period in each occupational classification which would be personally satisfying.

   OBJECTIVE: Students will receive training in the general skills of employment-seeking including resumes, interviews, and job descriptions.

   OBJECTIVE: Students will experience "hands-on" activities in each of the communications and media career areas.

2. GOAL: To develop the general skills necessary for successful performance in the communications and media field.

   OBJECTIVE: Students will be able to recognize and properly utilize the various tools, materials, and equipment appropriate to each occupational classification.

   OBJECTIVE: Students will be able to describe and perform some of the skills necessary for job entry in each occupational classification.

   OBJECTIVE: Students will be able to identify, spell, define, and use basic trade terminology and related information used in each occupational classification.

   OBJECTIVE: Students will learn, demonstrate, and practice the shop safety and practices unique to each occupational classification.

   OBJECTIVE: Students will be able to perform basic operations of addition, subtraction, multiplication, and division of whole numbers, fractions, decimals, and percentages applicable to each occupational classification.

   OBJECTIVE: Students will be able to use both English and metric measurements as applicable to each occupational classification.

3. GOAL: To provide specialized and individual kinds of educational experiences necessary to meet the needs of each student.

   OBJECTIVE: Students will have the opportunity to work independently on individual carrel projects.

   OBJECTIVE: Students will have the opportunity to work at a variety of work stations.

   OBJECTIVE: Ninth grade students will learn to utilize their time on a limited basis to work on projects of their own choosing.

   OBJECTIVE: Tenth grade students will learn to utilize their time on an expanded basis to work on projects of their own choosing.

   OBJECTIVE: Tenth grade students will choose a specific occupational area in line with their interest and/or special abilities to explore more completely.

   OBJECTIVE: In line with their abilities, students will learn to efficiently manage working time allotted in the shop to meet assigned project deadlines for both individual and group projects.

4. GOAL: To provide significant opportunities consistent with the age of the student and to help determine the nature of educational experiences of the student.

   OBJECTIVE: Students will experience basic applied science and other theory as well as "hands-on" applications in each of the occupational classifications.

   OBJECTIVE: The ninth grade student will be able to explore various communications and media occupations during a nine-week period.

   OBJECTIVE: The tenth grade student will be able to understand, acquire, maintain, and progress in skills and competencies essential to communications and media occupations during a one-year period.

5. GOAL: To increase the students' self-awareness and self-understanding.

   OBJECTIVE: Students will explore their vocational and avocational interests and abilities.

   OBJECTIVE: Students will begin to build an awareness of "where I am" compared to "where I want to be."

   OBJECTIVE: Students will begin to relate awareness and attitudes to specific or related occupational clusters.

OBJECTIVE: Ninth grade students will select an occupational cluster for in-depth analysis.

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6. GOAL: To help students learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning.

OBJECTIVE: Students will be encouraged to develop an appreciation of and pride in the value of work and the completion of tasks.

OBJECTIVE: Students will be helped to develop confidence in their own abilities.

OBJECTIVE: Students will demonstrate their willingness to learn through good attendance, punctuality, and traits essential to success on the job.

OBJECTIVE: Students will become familiar with the Media Center and learn to use its resources both in carrels and in the Media Center.

7. GOAL: To provide an environment in which competition among students is positive.

OBJECTIVE: The program will provide recognition for student achievement through the publication of an honor roll.

OBJECTIVE: Students will be able to monitor their daily progress through use of progress charts.

OBJECTIVE: Students will have opportunities to work cooperatively with other students.

OCCUPATIONAL CLUSTER Communications and Media CLUSTER OBJECTIVE NUMBER

OCCUPATION Commercial Artist (Designer, Advertising Illustrator)

LESSON OBJECTIVE To create a visually pleasing non-objective design by use of the value scale, straight lines, and curved lines.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Discussion on Visual Aids and Demonstration Implements of Design: 1. Basic form 2. Creation of form through lines which in turn create spaces 3. The value scale 4. Overlaping of form-line 5. Intersecting of line-form 6. Balanced design 7. Unbalanced design	Non-objective design by use of straight lines and curved lines 1. Students will create interesting designs of line and space 2. By use of the value scale students will enhance their design	Drawing board Ruler T-square Triangle Templates Compass Pencil Pen and ink	Discussion: 20 Minutes Student work time: 10-14 Hrs	Is design non-objective? Does student depict his knowledge of the value scale? Is balance or unbalance achieved where intended?

OCCUPATIONAL CLUSTER: Communications & Media Occupations CLUSTER OBJECTIVE NUMBER: _____

OCCUPATION: Commercial Artist (Sign Maker)

LESSON OBJECTIVE: To be able to use the mentioned equipment correctly and be able to form letters with the use of the basic lettering strokes.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Discussion and demonstration with visual aids. 1. a) use of the drawing board b) use of the t-square c) use of the triangle 2. The six basic lettering strokes and how to use them to form letters. 3. How to read the basic 12" ruler - 1/16", 1/8", 1/4", 1/2" (fractions)	1. Placement of paper on drawing board correctly with use of t-square 2. Using the t-square to draw horizontal lines 3. Using the triangle to draw inclined lines and vertical lines; (in relationship with t-square) 4. The six basic lettering strokes. How to draw them, the direction of the strokes. 5. How to combine the strokes to form letters. 6. Use of ruler for spacing	1. Drawing board 2. T-square 3. Triangle 4. News print paper 5. Pencil H-2B 6. 12" Ruler	Discussion- 25 minutes Student work 8-10 hours	1-a Is paper straight in relationship to vertical and horizontal lines 1-b Are the lettering strokes drawn in the correct direction 1-c Is the spacing uniform

OCCUPATIONAL CLUSTER Communications & Media Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Commercial Artist (Advertising)

LESSON OBJECTIVE To develop the proper steps in creating finished layout.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Discussion - Visual aids Job Planning and Layout 1. Job planning 2. Arrangement of ideas through: a. thumbnail sketches b. rough layouts c. correlation of idea through the comprehensive	Choice of job Examples: 1. menu design 2. calendar design 1. Planning job through rearrangement of ideas by means of: a. thumbnails b. correlation of ideas by means rough layouts 2. Comprehensive layouts	1. Drawing board 2. T-square 3. Triangel 4. Pencil 5. Ruler 6. Paper 7. Pen & ink 8. Markers 9. Transfers	Discussion- 25 minutes Student work- 10-14 hours	1. Did student follow his plan 2. Did his comprehensive closely resemble the rough

OCCUPATIONAL CLUSTER Communications and Media CLUSTER OBJECTIVE NUMBER

OCCUPATION Graphics Worker (Stripper)

LESSON OBJECTIVE 1. To prepare a flat.

2. To correctly strip a flat.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Discussion with visual aids Laying out and stripping the flat. 1. Discuss how and why to position the negatives on the flat (Golden Rod Paper) 2. Show the taped flat 3. Explain (demonstrate) how to cut the windows into the flat	1. Positioning the negatives on the flat 2. Turning the flat over 3. Cutting the windows into the flat	1. Developed negatives 2. Golden Rod Paper 3. Masking tape 4. Exacto knife 5. Light table 6. Ruler	Discussion time: 25 Minutes Student work time 2-4 Hours	Are windows cut clean? Are the negatives right side up? Are negatives positioned correctly?

OCCUPATIONAL CLUSTER Communications and Media CLUSTER OBJECTIVE NUMBER

OCCUPATION Graphics Worker (Plate Maker)

LESSON OBJECTIVE To produce a satisfactory plate for the offset press.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Discussion with visual aids. Discuss the steps involved in the making of an offset plate. Explain: 1. Property of the light sensitive plate 2. Placement of the stripped flat atop of plate 3. The purpose of the vacuum frame 4. Developing the plate 5. Care of the developed plate	1. Placement of the plate in vacuum frame 2. Positioning of stripped flat atop plate 3. Closing frame cover and turning on vacuum 4. Exposing the plate 5. Removal of exposed plate 6. Developing the plate 7. Gumming the plate	1. Sink with running water 2. Light sensitive plate 3. Stripped flat 4. Vacuum frame 5. Arc lamp 6. Developing solution 7. Plate gum 8. Sponge	Discussion time: 20 Minutes Student work time: 25-40 Minutes	Did image reproduce on plate satisfactorily

OCCUPATIONAL CLUSTER Communications and Media CLUSTER OBJECTIVE NUMBER

OCCUPATION Audio Operator (Media Technician)

LESSON OBJECTIVE 1. To explore the requirements of the job of the audio person in either radio or TV production.

2. To acquire basic skills for performing the task of Audio Operator.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Audio Mixing Students receive lecture and demonstration (brief) from instructor, with emphasis on understanding the "why" as much as the "how" in order that students may reason out for themselves the "how" in a specific situation.	Students work with actual audio mixer (console) with at least three incoming sound sources, one of which is capable of reproducing music (for mix experimentation); they practice all basic audio mixing techniques including cuts, fades, cross-fades, talk-overs, etc.	Audio mixer (broadcast type or P.A.), minimum of 2 microphones, turntable (record player) or tape player (reel, cassette or cartridge), required audio patch cables and recording tape machine (optional)	Approximately 2 hours per student	Instructor observes student's technique after practice, as well as reviews audio tape to critique results of mixing experimentation.

OCCUPATIONAL CLUSTER Communications & Media Occupations CLUSTER OBJECTIVE NUMBER _____

OCCUPATION Video Operator (Media Technician)

LESSON OBJECTIVE To explore the requirements of the job of the video operator in T.V. production.

To acquire the basic skills at the job of video operator.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Video Mixing: Students receive demo (with text) from instructor, with emphasis on the "why" as well as the "how" of video mixing. All basic techniques are demonstrated with instruction of when to use each and how to offer variety of transitions.	Students work with actual video console with at least 2 cameras as incoming sources. They practice camera transitions by using "takes", "dissolves", and special effects (such as "wipes") seeking efficiency and effectiveness.	1. Video console with mix and special effects capability 2. 2 (or 3) incoming video cameras (or other video sources) 3. VTR or VCR to record output of video console.	2 hours per student	Instructor observes students technque after practice, as well as reviews video tape to critique results of mixing experimentation.

OCCUPATIONAL CLUSTER Communications & Media Occupations CLUSTER OBJECTIVE NUMBER _____

OCCUPATION T.V. Camera Operator

LESSON OBJECTIVE To become familiar with the basic operation of a video (T.V.) camera.

To discover the abilities required for the job of T.V. camera operator.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
T.V. Camera Operator: After viewing T.V. program segment and noting camera work, teacher/instructor presents demonstration of basic camera operation: pan; tilt; zoom; dolly; contrast; focus; etc. with emphasis on combination motions and smoothness of movements.	Students work with actual T.V. camera, practicing techniques demonstrated by instructor until smoothness and ease of operation become apparent.	1. T.V. camera (color or mono-chromatic) with attached monitor/viewfinder, tripod with wheels.	6 hours per student average	Instructors give 2 series of 3 "check-outs" each slightly more involved after students have been given sufficient practice time: 1. basic motions 2. self-generated variations 3. full camera evaluation After completing all 3 steps, student is awarded "certification" as T.V. camera operator.

OCCUPATIONAL CLUSTER Communications and Media CLUSTER OBJECTIVE NUMBER

OCCUPATION Photographer

LESSON OBJECTIVE To correctly load and unload the 35mm camera.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Discussion and demonstration 1. How to hold camera while loading and unloading 2. Actual loading and unloading of camera	1. Holding the camera correctly while opening the film compartment 2. Correct placement of film canister 3. Pulling the film tongue and positioning it correctly to the advance spoon 4. Advancing the film 5. Closing the camera Unloading: 1. Depressing the rewind button 2. Turning the rewind crank to rewind film into canister 3 Opening the camera and removing the film canister	35mm Camera Film canister	Discussion time: 25 Minutes Student work time: 25 Minutes	Did film advance correctly? Was all the film in the canister when camera back was opened to remove film?

OCCUPATIONAL CLUSTER: Communications & Media Occupations — CLUSTER OBJECTIVE NUMBER: _____

OCCUPATION: Photographer

LESSON OBJECTIVE: To determine (and set) proper exposure for a scene, given a 35mm SLR.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Discussion and demonstration 1. Properties of light 2. Film speed (ASA) 3. Shutter speed 4. Aperture (F/Stops) 5. In camera metering system 6. Follow up needle	Given a 35mm SLR the student will: 1. Correctly focus on a subject 2. Correctly set F/stop for given light 3. Correctly set shutter speed to suit given light and subject motion	35mm SLR with an in camera reflective light metering system with follow up needle	Discussion time: 25 Minutes Student work time 20 Minutes	Are needles aligned? If film is used, when processed, are prints acceptable?

OCCUPATIONAL CLUSTER Communications and Media CLUSTER OBJECTIVE NUMBER

OCCUPATION Radio Announcer

LESSON OBJECTIVE 1. To have students discover what abilities are required of the radio announcer.

2. To have students express a like or dislike of job requirements.

3. To introduce awareness of the occupational area of Radio Announcer.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Speaking and Reading into a Microphone 1. Commercials 2. Newscasts 3. Ad-libs Teacher/instructor demonstrate each area (before students begin in that area) and offers general hints on basic announcing techniques, stressing flow, continuity, comfortable delivery speed, etc.	Students work with audio tape recorder and microphone; recording: commercials they have previously written, news copy from AP or UPI wire service or self written "local" news (factual or simulated) and ad-libs based on individual interests (e.g., "disc jockey talk," sports, fashions, cooking, hobbies, etc.)	Tape recorder with microphone, "commercials" written by students during earlier exercise, student generated "news" copy, actual wire service (AP or UPI) wire copy obtained from local radio stations, notes for ad-libs (previously prepared), blank paper, pen or pencil, and eraser.	Average--6 Hours per student (4 to 8 hours depending on student's natural reading and speaking abilities).	Students do three each of commercials, newscasts, ad-libs. Each is "graded" and evaluated by instructor immediately after being recorded with suggestions for improvement. A grade is ultimately determined for each of 3 "blocks" on progress chart (average of the 3 done in each block). Later written quizzes include questions on basic announcing techniques.

OCCUPATIONAL CLUSTER Communications and Media CLUSTER OBJECTIVE NUMBER

OCCUPATION TV Commercial Announcer

LESSON OBJECTIVE Students will add the visual representation to the audio announcing mastered in earlier exercise (radio announcer) while considering the elements of a good TV visual based on composition, balance, site, lay-out, colors, etc.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Television commercials, utilizing still visuals with unseen announcer. Teacher/instructor demonstrates student activities (as listed in next column). Prerequisite Lesson: "Basics of a Good Commercial"	Students work individually in preparing TV commercial using only magazine ad cut-outs. Magazine ad illustrations are cut out and arranged for TV visual. Students write own copy based on ad information, when completed, students video-tape final product.	Supply of old magazines which may be cut up, tape or paste, lined writing paper, pencils, construction paper *Video-taping capability for recording of commercials	30 minutes preparation for each commercial plus 10-15 minutes to video-tape each commercial.	Teacher reviews video taped presentation and grades on effort, originality and creativity; as well as, student's consideration of "Basics of a Good Commercial" (previous lesson) and teacher demonstration for this exercise. Evaluation should not include cross-comparison with professional efforts!

OCCUPATIONAL CLUSTER Communications & Media Occupations CLUSTER OBJECTIVE NUMBER _____

OCCUPATION Disc Jockey ("D.J.")

LESSON OBJECTIVE To become aware of occupational requirement for Disc Jockey.

To enhance students math skills and relate those skills to broadcast timing purposes.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Programming a radio D.J. show for timing: Instruction sheet (written) or tape (oral) is presented explaining task and how to do it	Student programs a 30 minute D.J. show on paper working from a make-believe "top 20" record list. A set number of minutes of talk is allowed, as well as set commercial time. Each "top 20" record has it's exact time given in minutes and seconds. Goal: exactly 30 minutes	Instruction sheet (written) or oral instructions (on audio tape) - with tape player and paper and pencil	1/2 hour to 2 hours	Correction of written work for math errors and grading based on effort, accuracy, neatness, originality, etc.. (If total time is more or less than 30 minutes student must adjust "program" schedule.)

OCCUPATIONAL CLUSTER Communications and Media CLUSTER OBJECTIVE NUMBER

OCCUPATION Set Management

LESSON OBJECTIVE To introduce the basic concepts of Set Management: First step, use of/creation of "props" (property materials) to generate awareness by doing.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
General Awareness Activity on use of Props Lesson/demonstration on set management basics precedes "student activities" by one day, to allow students time to gather and bring in props or create original props.	Each student uses props, (e.g.-a cereal box, a clock, a magazine, a hat, etc.) brought in for 2 specific three minute TV type video feature of original creation, planned to use props supplied. Student supplying props also directs.	Student supplied props and/or costume items, pre-planned script, video-taping equipment	30 minutes for advance lesson/ demo Approximately 30 minutes per student for student activity the following day.	Evaluation on a Two-fold level: 1. "Grading" of props supplied for originality and effectiveness in relationship to script. 2. "Grading" of the 3 min. video-taped production itself, with special consideration of whether or not the props supplied, enhanced the produced feature.

OCCUPATIONAL CLUSTER Communications and Media CLUSTER OBJECTIVE NUMBER

OCCUPATION Set Management (Set Design)

LESSON OBJECTIVE Introduction to the basic concepts of Set Management: second step, use of/creation of "sets" including original backgrounds. (Taught in conjunction with Commercial Art area)

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Lesson/Demo by instructor on importance of use of and creation of "sets" for video considerations.	Students, working in groups of 3, create "sets" utilizing available classroom furniture and original backgrounds. Sheets of cardboard (approx. 4'x 4') are pasted-up with magazine cutouts, collage-style, to illustrate a specific theme. "Sets" are actually used!	Tables or desks and chairs large sheets of cardboard scissors, non-returnable magazines (that my be cut up) and paste	Lesson/Demo: 20 minutes to ½ hour Student activities: 1 hour per group of 3	Two-Fold: 1. Evaluation of "sets" created by groups for originality and clarity of theme 2. "Evaluation" of video-taped features using "sets" created with special consideration of value of set design in enhancing the produced feature.

CAPE MAY COUNTY VOCATIONAL SCHOOLS
Crest Haven Road, Cape May Court House, NJ 08210

CONSTRUCTION OCCUPATIONS - COURSE DESCRIPTION

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The general purpose of both ninth and tenth grade programs is to introduce the students to at least six basic occupational areas within the construction occupations field for career awareness and development of practical occupational skills. The occupations explored will be: cabinet-maker/carpenter, fiberglass industry worker, furniture finisher/rebuilder, mason, painter/decorator, and surveyor. Theory and "hands-on" activities are combined to explore the occupational requirements and working environment of these areas in order to help the student make intelligent decisions of possible career choices based on levels of interest and ability. Included will be the necessary mathematics, applied science, and English as related subject areas.

CONSTRUCTION OCCUPATIONS - GOALS and OBJECTIVES

1. GOAL: To explore the students' own interests, abilities, and needs in each of the six occupational areas of construction occupations to determine their own potential and to make a better career choice in the construction field.

   OBJECTIVE: Students will be able to identify the variety of construction careers available.

   OBJECTIVE: Students will explore job opportunities, working conditions, locations, financial gains, job security, and training period in each occupational classification which would be personally satisfying.

   OBJECTIVE: Students will receive training in the general skills of employment-seeking including resumes, interviews, and job descriptions.

   OBJECTIVE: Students will experience "hands-on" activities in each of the construction career areas.

2. GOAL: To develop the general skills necessary for successful performance in the construction field.

   OBJECTIVE: Students will be able to recognize and properly utilize the various tools, materials, and equipment appropriate to each occupational classification.

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OBJECTIVE: The program will provide recognition for student achievement through the publication of an honor roll.

OBJECTIVE: Students will be able to monitor their daily progress through use of progress charts.

OBJECTIVE: Students will have opportunities to work cooperatively with other students.

OCCUPATIONAL CLUSTER Construction CLUSTER OBJECTIVE NUMBER

OCCUPATION Cabinetry

LESSON OBJECTIVE Students will familiarize themselves with different fastening methods with use of different types of glues and adhesives and their properties.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Glues and Adhesives a. Safety b. "Read the Label" c. Correct procedure of use and drying time	1. Students will list different kinds of glue use for wood joints 2. Students will learn properties of glue 3. Students will perform tests on various glues for: a. Water resistance b. Tendancy to stain and accept stain c. Strength factor 1. Tensile strength 2. Sheer strength 3. Compression strength 4. Everyday use of glue	Materials 1. Different types of glue Example: a. Elmer white b. Elmer yellow c. Waterproof d. Contact e. Epoxy f. Scrap wood Tools: 1. Clamps a. Bar-clamp b. C-clamp c. Spring clamp d. etc.	12 hours	1. Finish glue joint observation 2. Demonstration 3. Lecture

OCCUPATIONAL CLUSTER Construction CLUSTER OBJECTIVE NUMBER

OCCUPATION Carpentry/Cabinetry

LESSON OBJECTIVE Students will become familiar with correct procedure in how to read a rule

(Carpenter 6 ft. extension rule)

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Students will be instructed on the use of and reading of a rule.	1. Students will measure a carrol. 2. The student will sketch out the carrol with the use of a straight edge. 3. The students will then measure the following parts of the carrol: a. Legs b. Peg board c. Desk d. Back e. Sides f. Top shelf 4. Students will transfer the dimensions to a new drawing including thickness, width, and length.	1. 6 ft. Capenter zig-zag extension rule 2. Pencil 3. Paper 4. Straight 30 inch ruler	3 Hours	1. Observation 2. Accuracy of measurement on drawing 3. Demonstration to instructor

OCCUPATIONAL CLUSTER Construction CLUSTER OBJECTIVE NUMBER

OCCUPATION Cabinetry/Carpentry

LESSON OBJECTIVE The students should demonstrate familiarity with various types of wood in building construction of cabinetry and carpentry.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Identifying and describing: a. Hardwoods and soft wood b. Heartwood and sap woods c. Spring wood and summer wood. 2. Studying the following properties of lumber a. Rings of annual growth b. Grain and texture c. Rate of growth 3. Methods of grading lumber a. Framing lumber b. Finish lumber	1. Students will compare weight, smell, strength and finish quality of wood. 2. Students will drill, cut, and sand wood to compare workability and finish of wood.	Material: 1. Different types of wood 2. Nails 3. Screws 4. Different finishes 5. Electric drill and bits	12 hours	1. Question and answer period 2. Observation of "hands-on" 3. Demonstration by teacher

OCCUPATIONAL CLUSTER Construction Occupation CLUSTER OBJECTIVE NUMBER

OCCUPATION Carpentry/Cabinetry

LESSON OBJECTIVE Students will be able to use a cross-cut handsaw and make four different cuts.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
The students will learn four different types of cuts that can be made with a cross-cut handsaw.	The students will layout a piece of 1 X 6 and cut: a. square cut b. angle cut c. square bevel d. angle bevel cut	1. Scrapwood 1 x 6 x 12 2. 10 pt or 8 pt cross-cut saw 3. Sharp pencil 4. Tri-square 5. Adjustable 6. Rule 7. Combination square	3 or 4 Hours (depending on student)	1. Demonstration 2. Instructor will check for square and bevel and give a grade.

OCCUPATIONAL CLUSTER Construction Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Carpentry/Cabinetry

LESSON OBJECTIVE The students will become familiar with how to buy wood, and figure price.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Students will become familiar with correct method of figuring up a material list. 2. He/she will have to add, multiply, divide, and use numbers with decimals for dollars and cents.	1. The students will choose a project of his or her choice and figure out quantity of material needed. 2. Students will then fill out a material list of lumber needed for project. 3. Student will go to lumber yard and find out price of wood and learn how a lumber yard is run. 4. Students will do necessary math for final answer.	1. Books, magazines, pamphlets on different projects. 2. Field trip to lumber yard. 3. Hand-out of Bill of materials 4. Over-head projector with overlays. 5. Gould film strip	24 Hours	Observation Demonstration

OCCUPATIONAL CLUSTER Construction Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Furniture Finishing/Refinishing

LESSON OBJECTIVE Students will be introduced to building and restoring furniture.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Introduction a. Types of wood b. Wood finishing c. Antiques	1. Students will identify different woods used in furniture making 2. Students will learn different finishes 3. Students will learn different types of construction in furniture 4. Students will identify different periods of furniture 5. Students will prepare wood	1. Wood a. Different types 2. Stains a. Oil b. Water based	2 Hours	Quiz to see if students gathered information

OCCUPATIONAL CLUSTER Construction Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Furniture Finishing/Refinishing

LESSON OBJECTIVE Students will be able to identify stains, construction of furniture, and tools of the trade.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Stains a. Safety b. Sanding c. Filler d. Choosing stains e. Types of stains f. Application of stains g. Final finish 2. Construction a. Safety of tools b. Style of design c. Planning a project	1. Students will learn safety, sanding, fillers, and different types and colors of stains and finished project. 2. Students will identify tools of the trade and use skills of fastening and staining. 3. Students will choose a small project using the above procedures and skills including plans.	Materials: 1. Stains 2. Hardware a. Screws b. Nails c. Hinges 3. Fillers 4. Sanding 5. Wood 6. Glue Tools: 1. Hammers 2. Clamps 3. Srewdrivers Paper and pencils for 2-c	4 Hours	Class participation

OCCUPATIONAL CLUSTER Construction CLUSTER OBJECTIVE NUMBER

OCCUPATION Furniture Finishing/Refinishing

LESSON OBJECTIVE Students will be able to identify different parts of furniture and its construction.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Furniture Components A. Board Surface B. Legs C. Rail and Frame D. Drawers E. Doors F. Shelves G. Safety	1. Students will work on different parts of furniture and learn the different structures. 2. Students will pick some parts of a piece of furniture and try to duplicate it on paper. 3. Students will use all safety measures	1. Material: A. Chair B. Table C. Stools D. Cabinet E. Paper	1 hour	Finished Project Observation Drawing

OCCUPATIONAL CLUSTER Construction CLUSTER OBJECTIVE NUMBER

OCCUPATION Furniture Finishing/Refinishing

LESSON OBJECTIVE Students will be able to identify different materials and tools most commonly used.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Safety Rules 2. Material and Tools A. Wood B. Plywood C. Composition board D. Veneer E. Nails F. Screws G. Fasteners and Hardware H. Glues and Clamping	1. Students will identify wood by texture and color. 2. Students will work with tools: A. Hammer B. Nails C. Clamps D. Screws E. Glues	Material: 1. Wood A. Pine B. Oak C. Cherry D. Mahogany E. Walnut 2. Nails A. Finish B. Common C. Smooth D. Galvanized 3. Screws A. Wood Screws 4. Glues A. White B. Hyde Glue C. Hot Glue Tools: 1. Hammer 2. Clamps 3. Screwdrivers	2 hours	Observation Demonstration

OCCUPATIONAL CLUSTER Construction Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Fiberglass Repairing (Introduction)

LESSON OBJECTIVE Students will learn proper chemical mixture and tools of the trade.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Introduction a. Safety b. Tools c. Smoothing d. Sanding e. Finishing 2. Identification and common uses of fiberglass	1. Student will work on repairing fiberglass constructed objects. a. Surfboard b. Boats c. Cars d. Molds e. Tool boxes f. Skies	Tools: 1. Paint brush 2. Stirring stick 3. Mixing pots 4. Rollers Material: 1. Resin 2. Cloth 3. Hardener 4. Acetone Equipment: 1. Belt sander 2. Vibrator sander	36 Hours	Observation of correct proportion of mixture. Final outcome of project.

OCCUPATIONAL CLUSTER Construction Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Painting & Decorating

LESSON OBJECTIVE Students will familiarize themselves with various types of painting and finishing materials used for houses and cabinetry projects.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Students will learn about applying different paints: 1. Water base 2. Oil base 3. Varnish 4. Urethane 5. Shellac a. High gloss b. Semi-gloss c. Flat d. Primer 6. Stain Students will learn about painting, priming, and how to estimate how much paint will cover per gallon	1. Students will mix and apply different types of paint and apply them to sheet rock, applying both water base and oil base paint to compare texture and appearance. 2. Students will clean up paint applicators properly and use the correct cleaning solvents. 3. Students will be given a room size and will be required to figure square footage of room	1. Brushes, rollers, cut-in tools 2. One mock-wall of sheetrock 3. Different types of paints and finishes 4. Different types of cleaners and solvents	15 Hours	1. Observation of neatness 2. Are there any pain holidays? 3. Check to see if students know whic cleaner(solvent) t clean applicators with. 4. Check to see if applicators are clean.

OCCUPATIONAL CLUSTER Construction Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Masonry (concrete)

LESSON OBJECTIVE To have students become familiar with ingredients and mixing procedures and weight of concrete

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Concrete a. Composition 1. Cements a. Portland b. White c. Masonry 2. Aggregates a. Course sand b. Stone 3. Water b. Mixing 1. Hand 2. Machine 3. Ready-mix c. Proportions generally 1:2:4:8 a. Cement b. Stone c. Part Sand d. Part water	1. Student will do math problems to figure out proportions and ordering concrete in cu. yd. 2. Student will lift bag of cement and guess it's weight. 3. Student will build a box 1 cubic feet and guess how much it weighs. 4. Student will make two containers-one they will tamp, the other they will not. Compare the correct method to the uncorrect method. 5. Student will then mix concrete in correct manner.	1. Cement 2. Sand 3. Water 4. Stone 5. Plywood 6. Nails 7. Shovel 8. Trowel 9. Hand float Gould's MASON filmstrip	20 Hours	The student will describe characteristics of concrete. Evaluate mixing procedures and "hands-on" activities.

OCCUPATIONAL CLUSTER Construction Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Masonry (Gypsum)

LESSON OBJECTIVE The student will be able to describe the characteristics of gypsum and the use of it in the construction industry. The student will become familiar with the basic tools related with gypsum along with finishes of gypsum.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Introduction to Gypsum a. Limestone mortar discovered by Egyptians and used in pyramids 2. Products a. Plasters b. Wall board c. Joint filler d. Spackling and tapeing 3. Characteristics of gypsum products a. Cost b. Appearance c. Durability d. Workability e. Fire resistance (is not) f. Handling limitations g. Dead man h. Water proof	1. Students will cut gypsum board both in length and width measuring and cutting accurately. 2. Student will cut out holes which will simulate outlets for fixtures and lighting. 3. Students will observe on the job site how a spackler works and walks on stilts. 4. Students will spackle (3 coats) and sand a mock-wall and eventually paint same wall with different kinds of paint.	Sandpaper Spackle Putty knife Roofer's hammer Roofer's knife Tape Large T-square	20 Hours	Student will describe characteristic and use of material Observe "hands-on" process with students Observe finish product

OCCUPATIONAL CLUSTER Construction Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Masonry (Block Construction)

LESSON OBJECTIVE Students will become familiar with how to lay block.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Introduction to: 1. Safety 2. Types of block 3. Shapes and sizes 4. Mortar a. Proportions b. Elasticity 5. Layout of board a. Running b. Stacking	1. Students will mix mortar and layout corners and tie walls into rows 2. Students will handle different type block 3. Students will lay stacked running block wall with lime, sand, and water mix 4. Gould-block layer film strip	1. Lime 2. Sand 3. Masonry tool kits 4. Mortar pan 5. Mortar boards 6. Water, etc. 7. Shovel 8. Hose 9. Hoe	20 Hours	Is wall plumb and level? Evaluate mortar mix and "hands-on" activities Demonstration

OCCUPATIONAL CLUSTER: Construction Occupations CLUSTER OBJECTIVE NUMBER:

OCCUPATION: Surveying Introduction

LESSON OBJECTIVE: Students understand the basic background of surveying and its importance in Construction.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Introduction a. Construction of Highways, Airfield, Bridge and other structures b. Physical characteristics of construction sites c. Land survey d. Tools of the trade	1. Students will learn the instruments of the trade and identify them 2. Students will visit a construction site	1. Tripod stand 2. Transit 3. Tape 4. Level	3 Hours	Students take notes for future references on job site visits. They will gather information by asking questions of construction value.

OCCUPATIONAL CLUSTER Construction Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Surveying; Films

LESSON OBJECTIVE Students will understand the importance of Surveying in each area.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Films: CONSTRUCTION OF HIGHWAYS CONSTRUCTION OF AIRFIELDS CONSTRUCTION OF BRIDGES CONSTRUCTION OF BUILDINGS	1. Students will see films on all aspects of construction. 2. Students will pick an area of construction and write about surveying the surroundings. 3. Students will observe #068 of the Gould Center. (Surveyors helper)	Films listed in Learning Activities	2 Hours	Students will follow, in paragraph form, the steps to take in surveying.

CAPE MAY COUNTY VOCATIONAL SCHOOLS
Crest Haven Road, Cape May Court House, NJ 08210

ENVIRONMENTAL OCCUPATIONS - COURSE DESCRIPTION

The cluster program is open to ninth grade students for approximately nine weeks and to tenth grade students for one year on a half-day shared-time basis. The student will spend a half-day at the Career Center and a half-day at the home high school. The ninth grade student will explore four different occupational clusters before selecting a pre-vocational cluster for further study in the tenth grade. The tenth grade student completing the program may enter into one of the applicable vocational shops or cooperative programs in the Cape May County Vocational Schools.

The general purpose of both ninth and tenth grade programs is to introduce the students to at least six basic occupational areas within the Environmental Occupations field for career awareness and development of practical occupational skills. The occupations explored will be: commercial fisherman, horticulturist, environmental health technician, marine technician, forestry technician, and wetlands manager. Theory and "hands-on" activities are combined to explore the occupational requirements and working environment of these areas to help the student make intelligent decisions on possible career choices based on levels of interest and ability. Included will be the necessary mathematics, applied science, and English as related subject areas.

ENVIRONMENTAL OCCUPATIONS - GOALS and OBJECTIVES

1. GOAL: To explore the students' own interests, abilities, and needs in each of the six occupational areas of Environmental Occupations to determine their own potential and to make a better career choice in the Environmental field.

   OBJECTIVE: Students will be able to identify a variety of Environmental careers available.

   OBJECTIVE: Students will explore job opportunities, working conditions, location, financial gains, job security, and training periods for each occupational classification, which would be personally satisfying for them.

   OBJECTIVE: Students will receive training in the general skills of employment seeking including resumes, interviews, and job descriptions.

   OBJECTIVE: Students will experience "hands-on" activities in each of the Environmental career areas.

2. GOAL: To develop the general skills necessary for successful performance in the Environmental field.

   OBJECTIVE: Students will be able to recognize and properly utilize various tools, materials, and equipment appropriate to each occupational classification.

   OBJECTIVE: Students will be able to describe and perform some of the skills necessary for job entry in each occupational classification.

   OBJECTIVE: Students will be able to identify, spell, define, and use basic trade terminology and related information used in each occupational classification.

   OBJECTIVE: Students will learn, demonstrate, and practice shop safety and safe practices unique to each occupational classification.

   OBJECTIVE: Students will be able to perform basic operations of addition, subtraction, multiplication, and division of whole numbers, fractions, decimals and percentages applicable to each occupational classification.

   OBJECTIVE: Students will be able to use both English and metric measurements as applicable to each occupational classification.

3. GOAL: To provide specialized and individual kinds of educational experiences necessary to meet the needs of each student.

   OBJECTIVE: Students will have the opportunity to work independently on individual carrel projects.

   OBJECTIVE: Students will have the opportunity to work at a variety of work stations.

   OBJECTIVE: Ninth grade students will learn to utilize their time to work on projects of their own choosing on a limited basis.

   OBJECTIVE: Tenth grade students will choose a specific occupational area to explore more completely in line with their interest and/or special abilities.

   OBJECTIVE: Student will learn to efficiently manage working time alloted in the shop to meet assigned project deadlines for both individual and group projects as their abilities permit.

4. GOAL: To provide significant opportunities consistent with the age of the student to help determine the nature of educational experiences of the student.

   OBJECTIVE: Students will experience basic applied science and other theory as well as "hands-on" applications in each of the occupational classifications.

   OBJECTIVE: The ninth grade student will be able to explore various environmental occupations during a nine-week period.

   OBJECTIVE: The tenth grade student will be able to understand, acquire, maintain, and progress in skills and competencies essential to environmental occupations during a nine-week period.

5. GOAL: To increase the student's self-awareness and self-understanding.

   OBJECTIVE: Students will explore their vocational and avocational interests and abilities.

   OBJECTIVE: Students will begin to build an awareness of "where I am" compared to "where I want to be."

   OBJECTIVE: Students will begin to relate attitudes and awareness to specific or related occupational clusters.

OBJECTIVE: Ninth grade students will select an occupational cluster for in-depth analysis.

OBJECTIVE: Tenth grade students will choose a tentative career in which they can pursue vocational training.

6. GOAL: To help students learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning.

OBJECTIVE: Students will be encouraged to develop an appreciation of and pride in the value of work and completion of tasks.

OBJECTIVE: Students will be helped to develop confidence in their own abilities.

OBJECTIVE: Students will demonstrate their willingness to learn through good attendance, punctuality, and factors essential to success on the job.

OBJECTIVE: Students will become familiar with the Media Center and learn to use its resources both in carrels and in the Media Center.

7. GOAL: To provide an environment in which any competition among students is positive.

OBJECTIVE: The program will provide recognition for student achievement through publication of an honor roll.

OBJECTIVE: Students will be able to monitor their progress on a daily basis through use of progress charts.

OBJECTIVE: Student will have opportunities to work cooperatively with other students.

OCCUPATIONAL CLUSTER Environmental Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Commercial Fisherman

LESSON OBJECTIVE To learn the proper procedures in constructing traps for catching Blue Claw Crabs.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Crab trap construction	Students will learn how to construct small home owners crab traps Students will first observe instructor's techniques Students will sketch size and make list and size of materials	Chicken wire 1/4" steel rods Pliers Wire cutters Brazing equipment Nylon string Pencil Paper	4 hours	Students will receive an individual project grade

OCCUPATIONAL CLUSTER Environmental Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Commercial Fisherman - Oyster Farmer

LESSON OBJECTIVE To have students gain knowledge of a career as an oyster farmer. Emphasis on working conditions, pay, and equipment needed.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Career as an oyster farmer	Students will read and hence be subjected to conditions of a career in oyster farming through use of "Vocational Biographies". Students will hear a guest speaker Students will answer questions in relation to oyster farmer - vocational biographies handout.	Vocational Biographic pamphlet Guest speaker Pencil Paper	3 hours	Satisfactory completion of work sheet Students must write-up following of what they learned about oyster farming after talk.

VOCATIONAL BIOGRAPHIES

OYSTER FARMER

Related Occupations:
Fish Farmer
Crab Farmer
Oyster Dredger

A SHELLFISH DELICACY

Oyster Farmer Helps Industry Stay Alive

1) Oyster Soup
3 pt. milk
1/4 t. pepper
1/8 t. cayenne
1 t. salt
2 T. butter
1 qt. oysters
2 T. flour

Wash and drain oysters. Melt butter in saucepan. Add oysters; cook and stir over low heat just until edges curl. Heat milk in another saucepan; add flour, mixed to smooth paste with cold water. Bring to boil. Stir in salt, cayenne, pepper, and oysters. Serves six.

2) Oysters change their sex, the National Geographic magazine says. Most begin life as males, but later become females to maintain an even balance. English oysters change their sex back and forth during their lifetime.

3) How you like dem erster?--what any Louisiana oyster-eating nut would ask any visitor who's curious about the small, soft, fleshy sea animal enclosed in a shell.

4) There has to be an ideal balance of salt and fresh water if oyster are to flourish.

5) An average size oyster may produce as many as 500 million baby oysters in a spawning season--normally May and June and September and October.

Nothing earth-shatte ing about these oyster tidbits. But they help to shed light on the multi-million dollar Louisiana commercial oyster industry and particularly on Pete Vujnovich, 52 and a long-time oyster farmer originally from Yugoslavia. Now located in New Orleans, he operates "Captain Pete's Oyster House."

PRONE TO SETBACKS

The Louisiana oyster, harvested in coastal waters below New Orleans, is classified as the Crassostrea virginica. It grows in protected waters between the barrier reef islands and the vast marsh--enough to meet most consumer demands.

But sometimes the delicate balance between the prolific oyster and hungry oysters muchers isn't always in line. The oyster industry may have been in full swing since early colonial times, but oysters don't grow on trees, and they're prone to setbacks and even disasters.

Take last year, for example. Spillways near New Orleans were opened to prevent serious flooding, but the move simultaneously killed off millions of oysters by bringing in fresh water, sand, and other sediment.

The saltier the water, the faster the oyster growth and the quicker the oysters are brought to market.

About one-half of the U.S. domestically grown oysters are produced in Louisiana and harvested by an industry that has never received any direct assistance-in times of trouble-from state or federal governments.

But unless large-scale transplanting occurs, the oyster beds ruined by opening those spillways will not produce new oysters until 1976 or beyond.

"Oyster farmers who have been hurt by urban and industrial pollution, as well as fresh water from the flood gates, need all the support they can get from the government," asserts Mr. Vujnovich. "But the industry is coming back slowly."

For the moment. "Old Pete," as he's occasionally called, just keeps doing what he was born and taught to do by his Yugoslav father-farming oyster beds.

The New Orleans oyster bar he runs is his personal regard after 37 years of fishing for the shelly mollusks-considered man's most valuable seafood.

Theirs is not a weak, pushover lot, either. Mr. Vujnovich comes from a hard-shelled tough breed, God-fearing and dedicated to rising early in the morning and retiring late in the evening.

Oyster fishing requires physical strength, if not determination, to beat the oyster's many enemies. Stone crabs, boring snails, and sponges all attack the defenseless oyster.

"We live and work on our boats and in our camps," Mr. Vujnovich says. "We bring in hauls from the rich beds to the camps to be cleaned, classified, and sacked for market."

Mr Vujnovich says he usually starts fishing about one-half hour after sunrise and continues until well after sunset, weather permitting. "Then we separate the market oysters from the trash oysters," he says.

Luckily someone, many years ago, had the fortunate idea of dredging oysters from their natural seed beds and hauling them by boat to saltier waters, where they would come into being faster, Mr. Vujnovich says. The result is today's modern oyster industry.

Actually, an important food in ancient times, oysters are harvested in many ways, says Mr. Vujnovich.

They are gathered either in low tide where there are large ranges or in deeper water with scissor-like tongs. Producers who lease underwater grounds from Louisiana, for example, usually farm those grounds and are permitted to harvest their crops with dredges.

For about 20 years, the oyster demand has exceeded the supply.

Since oysters are readily available, they have served man since before recorded history. No early Roman could have had a first-rate feast without oysters. Some of those oysters came from Brittany, France, and others from England.

"Poor Britons--there is some good in them. After all, they produce an oyster," wrote Sallus in 50 B.C.

The Slavonian people dominate the oyster industry in Louisiana, where most of the cultivated oyster beds are located east of the Mississippi River. The state leases them out to private operators on a dollar-per-acre basis.

Pattern of Operation

"Nobody in the oyster business operates exactly the same way," Mr. Vujnovich asserts. "But there is a general pattern."

He says the Louisiana seed beds are opened to permit lease holders to fish on September first and kept open until late May.

"Since the beds are closed during hot summer months, farmers stagger their planting," he says. "They produce their crops in water instead of on dry land and stretch their marketing time over as long a calendar year as possible."

Oysters considered marketable are divided into three classes: canning, raw packaged sales, and salting the critters that ultimately slide across the oyster counter or "on the half shell."

Mr. Vujnovich says by careful scheduling and luck, fishermen can keep getting their products to the market throughout the oyster-spawning season.

But the oyster part of Louisiana and where Mr. Vujnovich and fellow farmers farm neither is appealing land nor land at all. Bayous, bays, and inlets generally provide the oyster bonanza. In fact, it's boat country.

The lugger, or oyster boat, is built for utility, not beauty, he says. "It looks like it's about to sink all the time."

In the old days, a lugger crew used to bring in about 250 sacks of seed oysters a day. Now the same crew can bring in about 800 sacks in five hours, using the mechanical dredge.

Tongs are seldom used these days, and few oystermen mourn their passing, either, Mr. Vujnovich says.

So, anyway one looks at it, oyster farming still is hard work, despite the absence of tongs, and it's unlikely to be a candidate for automation soon.

Mr. Vujnovich, matter of fact, spends about 70 hours a week catching and marketing oysters.

In the Clean, Fresh Air

"Old Pete" and his crew set out on a fishing boat at Port Sulphur, LA., about 8:00 a.m., reaching the farming grounds he wanted about 10:30 a.m. on a working day a short time ago.

He fished for the shelled creatures until about 3:00 p.m., then transported about 50 sacks - "A light day," he says - back to Port Sulphur from where they were trucked to New Orleans for distribution at various oyster outlets.

Even for that small amount of laboring, Mr. Vujnovich says a day with the oysters can be financially rewarding. He does enough fishing and selling oysters "on the half shell" to rake in $25,000 to $26,000 annually.

"Obviously, the take would be more if all conditions were perfect and the catches yielded great amounts of oysters," he adds.

However one looks at it, the income is a far cry from the $10 a month he was making when he started working at his oyster house some 37 years ago - at the urging and persuasion of a relative.

"Mostly I like the freedom of working in clean, fresh air, alone. But I don't like having to stay away from home 10 to 15 days at at time in order to make oyster fishing pay off," Mr. Vujnovich says.

When "Old Pete" is at home, his life can resemble that of a hootenanny - six children all about a year apart agewise, his wife Eva, 45, dancing, singing, and playing musical instruments - some from the Old Country of Yugoslavia.

Mr. Vujnovich met his wife at an oyster dance - where else?!

Mr. Vujnovich has so much "oyster" in his veins and sea water in his rubber boots it's not surprising he spends all his leisure time fishing, of all things.

Though not much on joining organizations, Mr. Vujnovich does his bit for the good of his fishing and oyster-house business: he's a member of the Louisiana Oyster Dealer Growers Association and the United Slovenian Benevolent Association and others.

Summary

The oyster industry has been in full swing since early colonial times, but the nature of the business and of the oyster itself make them prone to setbacks and even disasters, according to Peter Vujnovich, Louisiana oyster farmer.

The cultivation and care of the oyster is the responsibility of Mr. Vujnovich and others - adding up to a multimillion-dollar industry in Louisiana alone. Besides, it's the state's favorite seafood. With the oysters, oystermen, and Louisiana all working to see that appetites are satisfied, life and oyster fishing can run smoothly for Mr. Vujnovich.

JOB FACTS:

Salary Range: $15,000 to $35,000 per year

Educational Requirements: On-the-job training

Personal Characteristics: An interest in outdoor work, the ability to comprehend principles of agricultural science, manual dexterity, physical strength, and mechanical ability.

FOR MORE INFORMATION:

The subjects of these biographies are not able to answer personal inquiries. For more information, please write to the following organizations:

Shellfish Institute of North America
Ste. 9, 212 Washington Ave.
Baltimore, MD 21204

National Shellfisheries Association, Inc.
Virginia Institute of Marine Sciences
Wachapreague, VA 23480

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VOCATIONAL BIOGRAPHIES-OYSTER FARMER

NAME _____

DATE _____

SECTION _____

1) Name three things oyster farming has been hurt by?

2) What is considered man's most valuable seafood?

3) The oyster is defenseless and as a result are attacted by other things. Name four things that attack these oysters.

4) What state runs the biggest oyster industry?

5) What months does an oyster farmer harvest oysters?

6) How much can one make in the oyster industry in one year?

7) What education is needed to be an oyster farmer?

OCCUPATIONAL CLUSTER Environmental Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Commercial Fisherman

LESSON OBJECTIVE To learn the ten most important fish species in terms of economic income in Cape May County.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Learn the 10 most important fish species in Cape May County	Students will learn through lecture and use of "Cape May County Commercial Fishing Industry: Marketing and Problems" by Alan Meredith. The names and economic importance of the top 10 fish species. Field trip to Lund's Fisheries	See table 8 Actual sight of these fish species on field trip.	3 hours	Quiz after instruction and work sheet

Table 8. Value and Volume of Finfish and Shellfish Landings

Cape May County Ports, 1975*

SPECIES	CATCH		PERCENT OF TOTAL		AVERAGE VALUE
	POUNDS	VALUE	POUNDS	VALUE	PER POUND IN CENTS
SURF CLAMS	16,455,966	2,135,102	43.6	28.9	.13
SCALLOPS	551,146	1,063,041	1.5	14.4	1.93
SCUP	4,732,283	957,745	12.5	13.0	.20
FLUKE/FLOUNDER	2,723,255	923,077	7.2	12.5	.34
LOBSTER	174,385	329,036	.5	4.5	1.89
SEA BASS	1,005,863	310,577	2.7	4.2	.31
SEA TROUT	2,974,291	264,574	7.9	3.6	.09
BUTTERFISH	677,950	106,059	1.8	1.4	.16
SQUID	564,864	99,244	1.5	1.3	.18
WHITING	795,100	60,264	2.1	.8	.08
SUB TOTAL	30,655,103	6,248,719	81.3	84.6	
ALL OTHER	7,073,635	1,145,661	18.7	15.4	
TOTAL	37,728,738	7,394,380	100.0	100.0	

*New Jersey Landings, 1975 Annual Summary, U.S. Department of Commerce, NOAA, NMFS

NAME _____

DATE _____

SECTION _____

CAPE MAY COUNTY COMMERCIAL FISHING INDUSTRY

SIX MOST IMPORTANT FINFISH

FOUR MOST IMPORTANT SHELLFISH

ELEVEN MOST IMPORTANT SPECIES IN TERMS OF VOLUME AND VALUE

MARKETING -

HOW DOES CAPE MAY COUNTY COMPARE TO OTHER COUNTIES IN NEW JERSEY IN THE COMMERCIAL FISHING INDUSTRY?

NAME _____

DATE _____

SECTION _____

COMMERCIAL FISHING PROJECT
PART I

DIRECTIONS: From the materials that I have provided for you, tell me the following about the fin or shellfish. Description of the species, commercial value, other interesting features.

SURF CLAMS:

SEA SCALLOPS:

FLUKE:

SCUP:

QUAHOG:

COMMERCIAL FISHING PROJECT (CONT.)

SEA BASS:

SEA TROUT:

LOBSTER:

SQUID:

WHITING:

BUTTERFISH:

NAME _____

DATE _____

COMMERCIAL FISHING/MARINE
2 POINTS FOR EACH ANSWER

1. MOLLUSK HAS: _____

2. UNIVALVE a) UNI MEANS _____ b) VALVE MEANS _____

3. BIVALVE a) BI MEANS _____ b) BIVALVES HAVE _____

4. NAME 2 TYPES OF CLAMS AND THEIR HABITAT

_____ _____

_____ _____

5. WHAT TYPE HABITAT DOES AN OYSTER REQUIRE?

6. WHAT IS ONE PROBLEM WITH SCALLOPS?

7. WHAT BIVALVE IS "STATIONARY" OR CAN'T MOVE?

8. WHAT BIVALVE IS IT THAT ONLY THE MUSCLE IS EATEN?

9. WHAT BIVALVE IS FOUND ATTACHED TO PILINGS, JETTIES, BOATS, ETC?

10. WHAT IS THE HABITAT OF THE BLUE CRAB?

11. HOW CAN YOU TELL THE SEX OF A CRAB?

12. DEFINE: MOLTING OF A CRAB

13. DEFINE: BRACKISH

14. HOW DO GILLS WORK? (HOW DOES A FISH BREATHE?)

15. TRUE FISH HAVE a) _____ b) _____

16. SHARKS HAVE a) _____ b) _____

17. WHALES HAVE a) _____ b) _____

18. IS A SHARK A TRUE FISH? EXPLAIN.

19. LIST 2 FACTORS IN WHY OCEAN LIFE IS DIFFERENT?

a) _____ b) _____

20. HOW DOES A FRESH WATER FISH WORK?

21. HOW DOES A SALT WATER FISH WORK?

22. TOO LITTLE SALT _____ a) FRESH WATER FISH IN SALT WATER

TOO MUCH SALT _____ b) SALT WATER FISH IN FRESH WATER

23. PHYTOPLANKTON ARE:

24. ZOOPLANKTON ARE:

25. NEKTON:

26. HOW IS THE COLORING OF A FISH NATURAL PROTECTION?

27. WHAT IS A FOOD CHAIN?

DEFINE OR GIVE AN EXAMPLE OF:

28. PREDATOR:

29. PREY:

30. SCAVENGER:

31. DECOMPOSER:

DEFINE:

32. HERVIVORE:

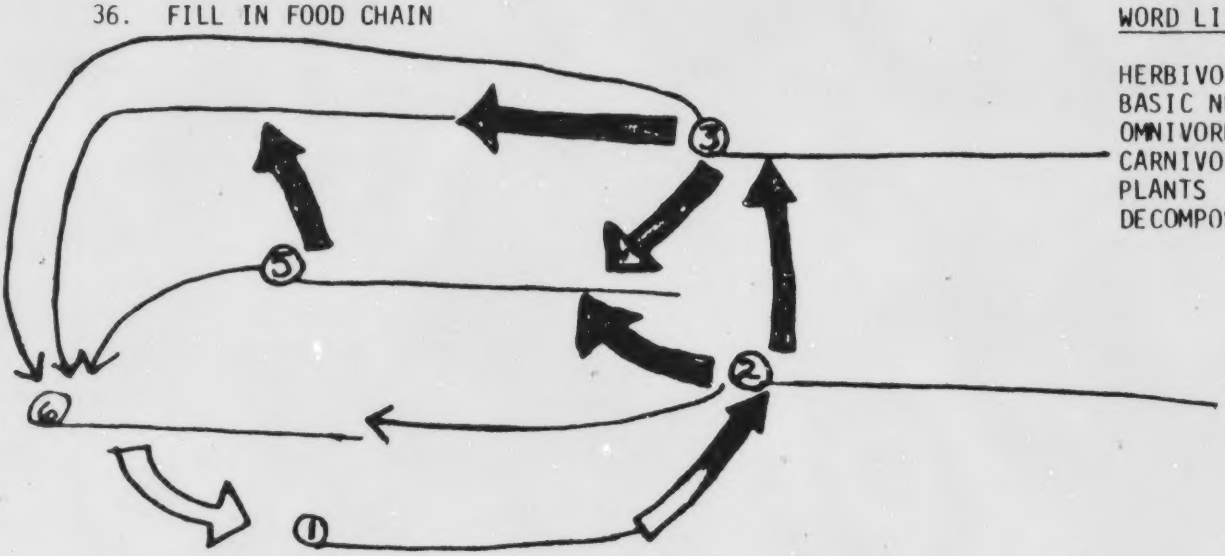
33. CARNIVORE:

34. OMNIVORE:

35. IN THE FOOD CHAIN WHAT LIVING THING (ORGANISM) CHANGES INORGANIC NUTRIENTS (EXAMPLE: OXYGEN, NITROGEN) INTO ORGANIC MATERIAL? (BASIS FOR ALL FOOD CHAINS

WHAT PROCESS MAKES IT POSSIBLE FOR THIS TO OCCUR?

36. FILL IN FOOD CHAIN



WORD LIST

HERBIVORES
BASIC NUTRIEN
OMNIVORES
CARNIVORES
PLANTS
DECOMPOSERS

EXTRA CREDIT

DISCUSS ONE FACT YOU LEARNED ON THE FIELD TRIP TO LUND'S FISHERIES.

WOULD YOU OR WOULD YOU NOT LIKE TO WORK THERE? EXPLAIN.

OCCUPATIONAL CLUSTER: Environmental

CLUSTER OBJECTIVE NUMBER:

OCCUPATION: Greenhouse Worker (Horticulturist)

LESSON OBJECTIVE: To give student experiences in greenhouse maintenance.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Greenhouse Maintenance	Students will pick dead leaves off of plants to improve appearance Students will learn weeding procedures Students will learn general over-all cleanliness of a greenhouse operation Filmstrip: Greenhouse Maintenance, VEP (Vocational Educational Productions #1-240-234	Small container Rake Shovel Scissors Other (depending on task)	Daily for 15 min. Different student each day	Task Sheet Work Sheet

NAME 65-A

DATE

GREENHOUSE MAINTENANCE (film)

1. Greenhouse sanitation:

Where diseases and insects may be:	Precautions:
1	
2	
3	

Problem areas to check:	Check for:
1	
2	
3	
4	

To prevent problems:

1

2

3

4

5

Glaze:

Shade:

Evaporative Cooling System:

Other hazards:

1

2

3

OCCUPATIONAL CLUSTER: Environmental CLUSTER OBJECTIVE NUMBER

OCCUPATION: Greenhouse Worker (Horticulturist)

LESSON OBJECTIVE: To have students develop "hands-on" experience in properly watering the greenhouse.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Watering a Greenhouse	Students will learn what plants need more water than others Students will learn proper watering procedures Students will learn importance of water temperature concerning plant growth Students will learn the use of water soluable fertilizers important to a plant's growth	Water Hose Water breaker Extension Rod (for hanging plants) Peters All-Purpose Plant Food Task Sheet	½ Hour instruction to whole class, 45 minutes (each student)	Instructor will observe each student water the greenhouse (one student each day) after proper instruction. Student will be assisted by instructor until task is properly performed. Grade given via daily task sheet

ENVIRONMENTAL OCCUPATIONS TASK SHEET

NAME_____

DATE_____

SECTION_____

Occupation:

Task completed:

Task completed:

Task completed:

Task completed:

Task completed:

Task completed:

Student Evaluation_____ Teacher Evaluation_____

Teacher's initials_____

Comments:

OCCUPATIONAL CLUSTER: Environmental CLUSTER OBJECTIVE NUMBER:

OCCUPATION: Greenhouse Worker (Horticulturist)

LESSON OBJECTIVE: To have students learn how to properly re-pot plants.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Plant Repotting	Students will learn to use proper size pot in proportion to size of plant Student will learn proper repotting techniques Students will learn tips on how to enhance the appearance of the newly potted plant	Different size pots Pro-mix (soil) Plant material Paper towels or cloth	1 Hour lecture 1 Hour for each student to grasp skill	Task Sheet Observation--acceptable product

OCCUPATIONAL CLUSTER: Environmental

CLUSTER OBJECTIVE NUMBER

OCCUPATION: Greenhouse Worker (Horticulturist)

LESSON OBJECTIVE: To have students learn sales techniques in greenhouse area.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Salesperson	Students will learn the following: 1. Proper techniques in answering the telephone 2. Take orders (via job cards) 3. Pricing	String tags Pencils	No time limit	Instructor will work with student on a one to one basis and will give pointers for sales improvement methods. Students will receive a grade via task sheet.

LIST OF COMMON HOUSE PLANTS

AFRICAN VIOLET
ALOE
ALUMINUM PLANT
ASPARAGUS FERN
AZALEA
BABY'S TEAR
BEGONIA
BOSTON FERN
BURRO'S TAIL
COLEUS
CORN PLANT
CYCLAMAN
DEVIL'S IVY
DUMB CANE
ENGLISH IVY
FALSE ARAL A

FITTONIA
FUCHSIA
GARDENIA
GERANIUM
GRAPE IVY
JADE PLANT
NORFOLK ISLAND PINE
PEPERONIA
PHILODENDRON
PRAYER PLANT
RUBBER PLANT
SNAKE PLANT
SPIDER PLANT
UMBRELLA PLANT
WANDERING JEW
ZEBRA PLANT

OCCUPATIONAL CLUSTER: Environmental CLUSTER OBJECTIVE NUMBER:

OCCUPATION: Greenhouse Worker (Horticulturist)

LESSON OBJECTIVE: To have students learn name of common house plants.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Learn plant names	Students will learn by working with plant and also through use of plant wheel (this is used in a carrel project).	Plant wheel Paper Pencil List of common house plants	½ Hour to complete carrel project	Students will be given an oral quiz on the different plants after instructors feel they have a grasp on the names. Could be done individually or as a class.

OCCUPATIONAL CLUSTER Environmental Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Plant Propagator (Horticulturist)

LESSON OBJECTIVE To have students learn the sexual propagation of plant material.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Plant propagation by seed (sexual reproduction)	Students will plant seeds of their own choice in small cell packs Students will water and make observations on a daily basis Students will record observations Discuss results	Cell packs Pro-mix soil Seeds Watering device Pencil Graph paper	30 minutes (initially) 10 minutes daily	Each student will be responsible for growing a packet of seeds and recording plant growth rates. Students will be graded on the final product as an individual project

OCCUPATIONAL CLUSTER Environmental Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Plant Propagator (Horticulturist)

LESSON OBJECTIVE To have students learn the different ways of assexual propagation.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Plant propagation by leaques 2. Plant propagation by tip cuttings 3. Plant propagation by stem cuttings	Students propagate leaves from specified plants. Students check and water daily if needed. Results are recorded and discussed. Students obtain hands-on experience in taking tip cuttings from specified plants. Watered daily if necessary, results recorded. Students learn how to take stem cuttings from specified plants. Watered daily if necessary, results recorded	Propagating knife Cell-packs Pro-mix soil Water device Water soluable fertilizer Pencil Graph paper	2 hours for each technique	1. Each student will be responsible for taking different cuttings and recording results. A grade of unsatisfactory or satisfactory will be given as part of an individual project. 2. Students will make hanging baskets and receive a unsatisfactory or satisfactory grade for an individual project. 3. Same as above

OCCUPATIONAL CLUSTER Environmental Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Water tester (Environmental Health Technician)

LESSON OBJECTIVE To have students learn how to test for oxygen content in various aquatic enviornments.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
1. Have students learn proper water sampling technique 2. Students will learn procedures for testing oxygen content 3. Discuss results	Students will practice procedures until satisfactorily completed Students will draw conclusions	Oxygen testing kit Paper Pencil	30 minutes to learn procedure 15 minutes to perform task (each time task is performed)	Students will receive a satisfactory or unsatisfactory for entire procedure performed. All students will not perform this task but all will be instructed on proper procedure. This will be an individual project.

OCCUPATIONAL CLUSTER Environmental CLUSTER OBJECTIVE NUMBER

OCCUPATION Forester

LESSON OBJECTIVE To learn how to approximate ages of trees by counting annual rings.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Counting annual rings	Students will learn to count annual rings to determine age of a tree through use of a cross-section Students will learn summer growth and winter growth--can determine dry and wet periods by this Students will put pins for every year of age	Cross-sections of tree trunks Magnifying glass Pins Paper	30 minutes (each student)	Instructor will observe each student until satisfactorily performed. Grade given via task sheet.

OCCUPATIONAL CLUSTER: Environmental CLUSTER OBJECTIVE NUMBER

OCCUPATION: Forester

LESSON OBJECTIVE: To learn how to approximate ages of trees by counting lateral buds.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Determine age of a tree by counting number of lateral buds on twigs.	After proper instruction, each student will be required to determine age of tree by counting 5 twigs correctly	Twigs Pruners Pencil Paper	45 Minutes (each student)	Instructor will observe each student until task is properly performed. Grade given via task sheet.

OCCUPATIONAL CLUSTER Environmental Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Forester

LESSON OBJECTIVE To learn how to approximate ages of trees through use of increment borer.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Use of increment borer	Students will learn parts and use of increment borer	Increment borer Access to tree Wax Paper Pencil	45 minutes per student	Task sheet scale 0-10 9-10 = A 8 = B 7 = C 6 = D 5-0 = F

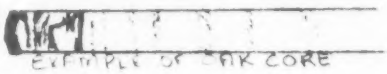
INCREMENT BORERS . . . . .
Suggestions and Instructions for Their Use and Care.*

WHAT IS AN INCREMENT BORER?

An increment borer is the essential tool for extracting a core of wood from trees, logs, poles, or timbers.

The wood core is used for many purposes, among them are:

1) determining the age of standing trees, by counting annual growth rings
2) growth rate analysis
3) specific gravity studies and
4) checking penetration of wood preservative solutions.



An increment borer is a precision tool designed and manufactured to give you years of service if properly used and cared for.

INCREMENT BORER DESCRIPTION

An increment borer consists of three parts:

1) the HANDLE
2) the BORER BIT and
3) the EXTRACTOR.

When not is use the BORER BIT and the EXTRACTOR fit inside the HANDLE and form a compact unit.

* Forestry Suppliers, Inc.

OCCUPATIONAL CLUSTER Environmental Occupations CLUSTER OBJECTIVE NUMBER

OCCUPATION Wetland Manager

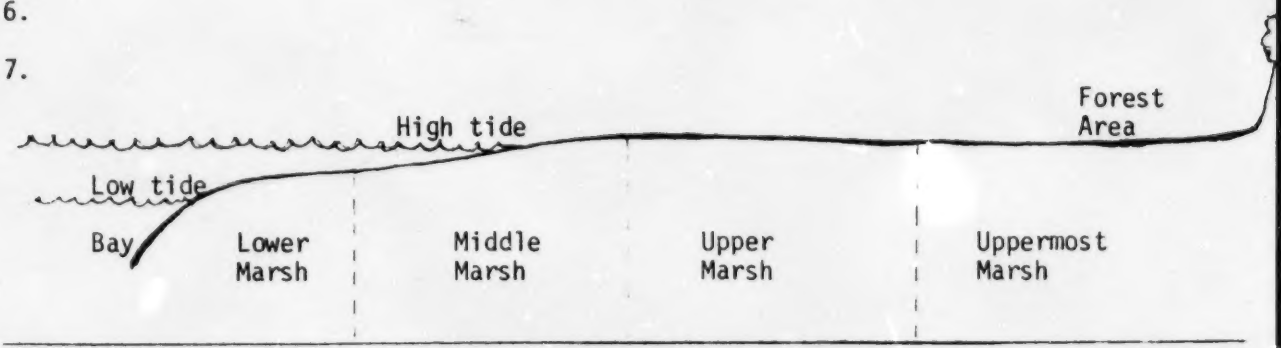
TERMINAL OBJECTIVE To observe and identify marshland plants and animals and their respective habitats.

LEARNING ACTIVITIES	STUDENT ACTIVITIES	TOOLS, EQUIP., MAT.	TIME REQ.	EVALUATION
Correctly identify various plants and animals of a local marsh and describe/observe their habitats	The student will gather 7 predetermined plants and observe 7 predetermined animals. The student will correctly fill out the worksheet as to: Species' common name, the observed habitat and determine location on marshland succession "side view". The student will mount each plant sample on poster board in order of succession on marsh "side view" and correctly label each one.	Worksheet Boots Specimen bag Knife Marsh	3 Hours	Identification lab practical

Name_____

ANIMALS OF THE MARSHLAND

Name of Animal	Location and Habitat
1.	
2.	
3.	
4.	
5.	
6.	
7.	



Plants of the Marshland

Characteristics: 1.
2.
3.

Name of Plant	Location and Habitat
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Collect one sample of each plant--mount on poster board--label each